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A33E
1999

URBAN
MUNICIPAL

AGENDAS/MINUTES
EDUCATION COMMITTEE

JAN. 7, 1999

CAS ON HW W26
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1999

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
EDUCATION COMMITTEE
JANUARY 7, 1999

7:00

6:30 p.m.

A G E N D A

7:00

6:30 p.m.

1. Call to Order
2. Approval of Minutes of December 3, 1998
3. Business Arising from the Minutes
4. Approval of Agenda

MADAM MUNICIPAL

JAN 8 1999

GOVERNMENT DOCUMENTS

ACTION ITEMS:

5. Personnel Report (to be placed in trustees' lockers Monday 1999 01 04)
6. Request for Leave
7. Staffing Report – Full Time Equivalent Positions
8. Amendment to Terms of Reference
9. Educational Assistant Report
10. Environmental and Outdoor Education
11. Curriculum Processes Transition Committee
 - (a) Ontario Curriculum Work Group
 - (b) Reading/Writing Support Programs (Non-Mandated) Work Group
12. IDEAS Programme Pilot 1998-99
13. School Library Information Centre Policy

D. Grant
K. Bain
D. Grant
M. Matier
M. Botting
P. Gillie
K. Croxall

K. Croxall
W. Joudrie

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

14. Public Questions for Clarification

Future Meetings:

Board	January 14, 1999
Business	January 21, 1999
Special Education Advisory Committee	January 27, 1999
Board	January 28, 1999

8:00 p.m.
6:30 p.m.
7:15 p.m.
8:00 p.m.

00:17

00:17

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ACTION ITEMS

EDUCATION COMMITTEE
1999 01 07

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SECTION 1

PROFESSIONAL ADMINISTRATIVE SUPPORT STAFF

- A: APPOINTMENTS AND TRANSFERS - Nil**
- B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - Nil**
- C. LEAVES OF ABSENCES - Nil**
- D. PROBATIONARY AND PERMANENT CONTRACTS - Nil**
- E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil**

SECTION II

CLERICAL UNIT

A: APPOINTMENTS AND TRANSFERS

1) Appointments

That the following staff be appointed to the position indicated below, effective as shown, with salary according to schedule:

Heather Connell, Library Technician, effective Jan. 04, 1999(1.0)

Maria McDonagh, Safety Technician, effective Jan. 04, 1999 (1.0

B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS

1) Resignations

That date shown for the following staff to Leave the Employ of the Board be approved:

Catherine Forbes, effective Jan. 30, 1999

Janie Jarnevich, effective Dec. 31, 1998

C. LEAVES OF ABSENCES

1) General Leaves

¹ 990107hr

990107hr

The the request of the following staff for a Leave of Absence, effective as shown, be granted:

Susan Scime, effective from Jan. 04, 1999 to Feb. 26, 1999

5) Return from Leaves of Absence

That **Jim Holubeshen** be returned from Leave of Absence, effective Nov. 27, 1998:

D. PROBATIONARY AND PERMANENT CONTRACTS - Nil

E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil

SECTION III

CUSTODIAL AND MAINTENANCE

A: APPOINTMENTS AND TRANSFERS - Nil

B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - Nil

C. LEAVES OF ABSENCES

1) General Leaves

The the request of the following staff for a Leave of Absence, effective as shown, be granted:

Anna Dalla Pasqua, effective Feb. 02, 1999 to Mar. 03, 1999

Margaret McDonnell, effective Jan. 04, 1999 to April 30, 1999

D. PROBATIONARY AND PERMANENT CONTRACTS - Nil

E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil

SECTION IV

**PROFESSIONAL STUDENT SERVICES PERSONNEL
AND EDUCATIONAL ASSISTANTS**

A: APPOINTMENTS AND TRANSFERS - Nil

B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS

1) Retirements

The the resignation of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

Kathleen Coltart, effective Dec. 31, 1998

Marlene Minken, effective Dec. 31, 1998

C. LEAVES OF ABSENCES

1) General Leaves

The the request of the following staff for a Leave of Absence, effective as shown, be granted:

Beverley Davies, effective Jan. 04, 1999 to Apr. 30, 1999

Brandi Dermody, effective Jan. 04, 1999 to Jun. 30, 1999

Vicki Earle, effective Jan. 01, 1999 to Jun. 30, 1999

Anne G. MacDonald, effective Jan. 04, 1999 to Jun. 30, 1999 (.500)

Louise MacDonald, Effective Nov. 30, 1998 to Jun. 30, 1999

2) Leave Extensions

The the request s of the following staff for an extension of their Leaves of Absences, effective as shown, be granted:

Stacey Avery-Raposo, effective Dec. 26, 1998 to Jan. 22, 1999

D. PROBATIONARY AND PERMANENT CONTRACTS

1) Probationary Staff

That the following be appointed to the Probationary Staff, effective as shown, with salary according to schedule:

Tina Takach, Educational Assistant, effective Dec. 01, 1998 (1.000)

Pamela Winter, Educational Assistant, effective Jan. 04, 1999 to Apr. 04, 1999 (1.000)

E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil

SECTION V

ELEMENTARY SCHOOL TEACHERS

A: APPOINTMENTS AND TRANSFERS

1) Transfers

That **Leslie Ferguson** be transferred from the O.S.S.T.F. Clerical and Technical Unit to Elementary Teacher Probationary Status, effective as Jan. 01, 1999, with salary according to schedule:

B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS

1) Resignations

That date shown for the following staff to Leave the Employ of the Board be approved:

Cynthia Farruggia, effective Dec. 31, 1998

C. LEAVES OF ABSENCES

1) General Leaves

That the request of the following staff for a Leave of Absence, effective as shown, be granted:

Adrienne Crocker, effective Feb. 01, 1999 to Oct. 01, 1999

Charlene Durritt, effective Jan. 11, 1999 to Aug. 31, 1999

Shelly Gaudet, effective Feb. 01, 1999 to Aug. 31, 1999

Leslie Grace, effective Feb. 08, 1999 to Aug. 31, 1999

Nancy E. Hill, effective Feb. 15, 1999 to Oct. 31, 1999

Nora Majik, effective Jan. 11, 1999 to Aug. 31, 1999

Susan Pancoe, effective Mar. 01, 1999 to Oct. 29, 1999

Joan Sybersma, effective Feb. 22, 1999 to Aug. 31, 1999

Flora Tzarus, effective Jan. 04, 1999 to Apr. 30, 1999

2) Leave Extensions

The the request s of the following staff for an extension of their Leaves of Absences, effective as shown, be granted:

Darlene DiSalvia, effective Mar. 22, 1999 to Aug. 31, 1999

Susan Hamilton, effective Mar. 22, 1999 to Aug. 31, 1999²

Margaret Leitch, effective Feb. 16, 1999 to Feb. 15, 2000

Nancy E. Lockhart, effective May. 03, 1999 to Aug. 31, 1999

Ruth-Ellen Smith, effective Jan. 01, 1999 to Aug. 31, 1999

Madeleine Tanglao-Dwyer, effective Jan. 01, 1999 to Aug. 31, 1999

3) Four Over Five

That approval be granted for the request of **Sharon Bray** for a Leave of Absence under the Salary Holdback Plan (Four over Five) under the Elementary Teachers' Collective Agreement from Sep. 01, 2000 to Jan. 31, 2001.

4) Return from Leaves of Absence

That the following staff be returned from Leave of Absence, effective as shown:

Dorothy Drakos, effective Jan. 04, 1999

Lisa A. Reynolds, effective Jan. 01, 1999

² 990107hr

D. PROBATIONARY AND PERMANENT CONTRACTS1) Probationary Staff

That the following be appointed to the Probationary Staff, effective Jan. 01, 1999, with salary according to schedule:

Amy Armstrong

Jane Bedford

Steven Desroches

Jane DeVito

John Farruggia

Nicola Jamani, effective Jan. 01 to Jun. 30 1999 (.500)

John Klavins, (.500)

Daniel Marcellini

Marilyn Marasco

James Milner

Linda Nedelko (.500)

Sherry Sellers

Sharon Teufel

Sonya Trinh

Judi-Lynn Vandendool

Daun Watson, effective Jan. 01, 1999 to Jun. 30, 1999

Milka Zivkovic

2) Permanent Staff

That the following be appointed to the Permanent Staff, effective as shown, with salary according to schedule:

Sharon Bowler, effective Feb. 28, 1999

Anita Mohar, effective Feb. 10, 1999

Pamela Rogers, effective Sep. 01, 1998

Josette Van Rooyen, effective Jan. 01, 1999

E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil**SECTION VI****SECONDARY SCHOOL TEACHERS****A: APPOINTMENTS AND TRANSFERS**1) Appointments

That **Don Harman** be appointed to the position of Assistant Head of Technological Studies, effective Nov. 12, 1998 until Feb. 02, 1999 with salary according to schedule:

B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS1) Resignations

That date shown for the following staff to Leave the Employ of the Board be approved:

5-5

Frances Jakopin, effective Feb. 02, 1999

Rahila Razvi, effective Jan.29, 1999

Margaret Thompson, effective Jan. 31, 1999

2) Retirements

(i) The the resignation of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

James F. Frost, effective Jan. 31, 1999

Lynne C. Jamieson, Effective Feb. 28, 1999

Bob Krouse, effective Jun. 30, 1999

(ii) The the resignation of the following staff, for the purpose of retirement, effective as shown, be accepted with regret:

Susan E. Shaker, effective Jan. 31, 1999

C. LEAVES OF ABSENCES

1) General Leaves

The the request of the following staff for a Leave of Absence, effective as shown, be granted:

Janice Nutter, effective Mar. 29, 1999 until Oct. 01, 1999

Neal Shaw, effective Feb. 03, 1999 to Jun. 30, 1999

Gene Sutton, effective Feb. 19, 1999 to Mar. 07, 1999

Filomena Wyatt, effective Jan. 18, 1999 to May 17, 1999

2) Return from Leaves of Absence

That the following staff be returned from Leave of Absence, effective as shown:

Betty Lukey, effective Feb. 02, 1998

D. PROBATIONARY AND PERMANENT CONTRACTS

1) Probationary Staff

That the following be appointed to the Probationary Staff, effective as shown, with salary according to schedule:

Antony Black, effective Jan. 01, 1999 (.500, 3/3 Sem ,1 only)

Luna Ng, effective November 02, 1998 (.500, 3/3 Sem,1 only)

2) Permanent Staff

That the following be appointed to the Permanent Staff, effective as shown, with salary according to schedule:

Chad Gibbs, effective Feb. 01, 1999

Rhonda Kemeny, effective Feb. 04, 1999

Laureen Morrison, effective Jan. 01, 1999

Owen Redden, effective Feb. 17, 1999

Geraldine Sloan, effective Jan. 01, 1999

E. OTHER MATTERS REQUIRING BOARD ATTENTION**1) Extension of Secondments:**

i) That the extension of the secondment of **Wilma Dowling** to the assignment of Administrative Support for Assessment Evaluation and Reporting effective Feb.01, 1999 to Aug. 31, 1999 be approved.

ii) That the extension of the secondment of **Suzanne Dube** to Special Assignment Teacher, Secondary Reform effective Feb. 01, 1999 to Aug. 31, 1999 be approved.

SECTION VII**VICE-PRINCIPALS AND PRINCIPALS**

A: APPOINTMENTS AND TRANSFERS - Nil

B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - Nil

C. LEAVES OF ABSENCES - Nil

D. PROBATIONARY AND PERMANENT CONTRACTS - Nil

E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil

The Hamilton-Wentworth District School Board

MEMORANDUM

TO: Mr. Merv Matier,
Director of Education

FROM: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources

Date: Jan. 07, 1999

RE: **Section II – Clerical Staff**
Gail Tesseri
Section III - Custodial Staff
Anna Dall Pasqua
John Lane
Section V – Elementary Teachers
Julie Crossman
Sharon Bray
Section VI – Secondary Teachers
Barrie Curtis
Bob Krouse

SECTION II

Recommended Action

It was moved by _____ seconded by _____
that the Leave of Absence under Salary Holdback, approved for **Gail Tessier** at
a previous meeting be rescinded.

Rationale:

Ms. Tessier has requested withdrawal from the plan.

SECTION III

Recommended Action

It was recommended by _____ seconded by _____
that the General Leave, approved for **Anna Dalla Pasqua**, at November
meeting be rescinded.

Rationale:

Anna Dalla Pasqua has requested a change of the dates.

Recommended Action:

It was recommended by _____ seconded by _____
that the Leave Of Absence for **John Lane** approved at the June meeting be
rescinded.

Rationale:

Mr. Lane has withdrawn his request for the leave.

Section VRecommended Action

It was recommended by _____ seconded by _____
that the appointment of **Julie Crossman** to the Probationary Staff be rescinded.

Rationale

Julie Crossman has withdrawn from the offer of employment.

Recommended Action

It was moved by _____ seconded by _____
that the Leave of Absence under Salary Holdback, approved for **Sharon Bray** at
a previous meeting be rescinded.

Rationale

Ms. Bray has requested a change of dates .

Section VIRecommended Action

It was moved by _____ seconded by _____
that the resignation for the purpose of retirement of **Barry Curtis** approved at the
November meeting be rescinded.

5-9

Rationale

Mr. Curtis intends to retire at the end of June 1999, he has not yet resigned.

Recommended Action

It was moved by _____ seconded by _____
that the resignation for the purpose of retirement of **Bob Krouse** approved at a
previous meeting be rescinded.

Rationale

Mr. Krouse has changed the date of his retirement.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558, Hamilton, Ontario L8N 3L1
Telephone: (905) 527-5092 Facsimile: (905) 521-2537

January 7, 1999

To: Merv Matier, Director of Education and Secretary
From: Ken Bain, Superintendent of Education, County West
RE: Request for Leave - "Trees For Life" Exchange Program

RECOMMENDATION:

Moved by _____

That **Dave Johnman**, Principal of Central Park School, represent the Hamilton-Wentworth District School Board as a member of the Canadian "Trees for Life" delegation visiting Beijing China from April, 26th to April 30, 1999.

RATIONALE:

Dave Johnman was originally scheduled to join the Canadian "Trees for Life" delegation representing the Wentworth County Board of Education in November, 1997 having received board approval to participate. The date of the excursion conflicted with the teachers' withdrawal of services and he decided to withdraw his involvement in the trip and remain in Canada. Subsequently, Dave received Board approval in May for a visit to China in October, 1998. Unfortunately however, those plans did not materialize. Once again, Dave has been invited to join the Canadian delegation, representing the Hamilton-Wentworth District School Board.

Dave will exchange cultural, educational and historical information with Chinese educators and will inform them of the environmental education projects in which Ontario children participate.

Dave has been actively involved in the "Trees for Life" program having hosted Chinese delegations at Rousseau School and his home and having established Grade 5 cultural and writing exchanges at Rousseau and Central Park Schools.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

	1998 ACTUALS												1999 ACTUALS				1998/99 BUDGET
	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE				
Teachers - Elementary	2,059.10	2,059.10	2,059.10	2,050.30	2,064.00	2,064.00	2,064.00										2,045.40
Teachers - Secondary	1,197.39	1,197.39	1,197.39	1,201.84	1,201.84	1,201.84	1,201.84										1,057.69
Teacher Assistants	351.12	351.12	351.12	351.50	363.50	363.50	363.50										345.00
Professionals & Paraprofessionals	161.00	161.00	161.00	159.00	159.00	159.00	159.00										161.00
School Administration	450.83	450.83	450.83	406.78	406.78	406.78	406.78										406.03
Consultants & Special Assign. Tchrs.	29.50	29.50	29.50	37.00	37.00	37.00	37.00										37.00
Board Administration & Governance	175.16	175.16	175.16	157.84	157.84	157.84	157.84										148.76
School Operations	503.63	503.63	503.63	473.25	473.25	473.25	473.25										464.07
Continuing Education	7.52	7.52	7.52	4.52	4.52	4.52	4.52										4.52
Transportation	1.75	1.75	1.75	1.25	1.25	1.25	1.25										1.25
Staff on Loan (recoverable)	17.83	17.83	17.83	14.00	14.00	14.00	14.00										13.00
Total Full Time Equiv. Positions	4,954.83	4,954.83	4,954.83	4,857.28	4,882.98	4,882.98	4,882.98										4,683.72

1999 01 07

To: The Trustees

From: Merv Matier, Secretary of the Board

Re: AMENDMENT TO TERMS OF REFERENCE - EDUCATION
COMMITTEE

RECOMMENDED ACTION

Moved by _____ that the responsibility of the Education Committee to report to the Board on the "*deployment of all staff within the schools*" be deleted and that *deployment of all staff* be the responsibility of the full Board.

Rationale

At a Caucus meeting of the Board in November, there was consensus to have the Personnel Report (staffing recommendations) presented directly to the Board rather than through a Standing Committee. Please note that the recommended action above is taken from the Committee's Terms of Reference but the words "*within the schools*" have been omitted in the phrase directing this area to the full Board.

With the change in the schedule to meetings of the full Board on the second and fourth Thursdays of each month, it is believed that the need for lay-down staffing recommendations at meetings will be substantially reduced.

Please note that other matters relating to personnel issues will remain within the mandate of the Education Committee. They are as follows:

1. Monitoring of performance review procedures for all staff.
2. Development and review of human resources policies and practices for all staff including performance review, recruitment, hiring, regulation, discipline, attendance, censure and dismissal of staff; job descriptions and job evaluations; and effective policies of affirmative action/employment equity and pay equity; and for supervising the implementation and evaluation of these policies.
3. Human Resource planning and development.
4. Direction, monitoring and review of staff development programs.

TERMS OF REFERENCE - - EDUCATION COMMITTEE

The Education Committee has the responsibility for advising the Board on specific aspects of the education of the students of The Hamilton-Wentworth District School Board and for the development, maintenance and review of all programs and services offered by the Board in the areas of communication, system administration and human resource deployment.

In particular, the Committee will be responsible for the following actions, subject to the approval of the Board.

1. Receipt and discussion of briefs from any individuals, groups or delegations, followed by appropriate disposition of said briefs.
2. Receipt and commentary upon reports and recommendations as may be brought by the administration, any program committee or School Council.
3. Review and approval of the annual school year calendar and professional development programs for staff.
4. Researching, developing, planning, implementing and evaluating all aspects of program, including curriculum and special services, financial considerations and building modifications.
5. New technology in the classroom.
6. Selection of appropriate textbooks and other learning resources.
7. Monitor and review Public Relations strategies.
8. Monitoring of performance review procedures for all staff.
9. Student Discipline Codes and Safe Schools Policy.
10. Development and review of human resources policies and practices for all staff including performance review, recruitment, hiring, regulation, discipline, attendance, censure and dismissal of staff, job descriptions and job evaluations; and effective policies of affirmative action/employment equity and pay equity; and for supervising the implementation and evaluation of these policies.
11. Human Resource planning and development.
12. Submission of an annual report to the Board outlining the status of Committee work and predicting future Committee concerns.
13. Deployment of all staff within the schools.
14. Direction, monitoring and review of staff development programs.

#9

MEMORANDUM

TO: Executive Council

FROM: Marguerite Botting,
Superintendent of Instructional Services

DATE: January 7, 1999

RE: **Report on Educational Assistants**

.....

MOVED BY _____ THAT THE REPORT ON EDUCATIONAL ASSISTANTS
BE RECEIVED FOR INFORMATION.

On December 5, 1998, the Education Committee received as information an earlier report on Educational Assistants. This report stated that there are very limited numbers of educational assistants available for incoming students, existing school requests and coverage for absent educational assistants. The report also identified a number of possible funding sources as well as actions which might provide additional educational assistant support. During the interval between the earlier report and this report, a number of requests for reallocation of funds have been made to individual groups identified as managing a funding source. The responses are reviewed below:

1. **Speech-Language Assistants** – Diane Parr, department supervisor, responded that five schools have received significant blocks of support time since September and have found this valuable. There is potential for 333 students and 82 schools to be served through the current school year. Also, there are a number of vacant positions within the Augmentative Communications Teams and the loss of the three Speech-Language Assistants would undermine the department's ability to support schools.
2. **School Budget Working Group** – Lucy Veerman, group chair, responded that this group's mandate was to allocate funds for textbooks and supplies and could not be assigned to salaries. Even so, the group representatives believed the need for Educational Assistants is very important.
3. **Learning Opportunities** – Ken Waters, group chair, indicated that more than half the funds from the Memorial Bursary Fund had been allocated to schools for semester one. Traditionally, a large number of very needy students had basic needs partially addressed through this fund. There has been no opportunity to meet with the funding group to address funds for semester two.
4. **Early Learning Advisory Committee** – No request was made of this group as the Board reaffirmed the original allocation for the funds at the December 5, 1998 Education Committee meeting.

The December 5, 1998 report outlined the possibility of reallocation of Educational Assistants to assignments higher on the hierarchy of needs, e.g., withdrawing support from some programs, such as "Writing to Read." At tonight's meeting, a Transition Committee Report will recommend a review of the program before any changes are made to the program.

Recommendations:

Only three recommendations appear possible:

1. Review the hierarchy of needs and reassign Educational Assistants who meet a lower level of need to assignments where students need one-to-one support.
2. Review the deployment of Educational Assistants in each school to identify time that can be assigned for dedicated one-to-one support for students.
3. Implement the school procedure document called "Criteria for Replacing Absent Educational Assistants."

1999 01 07

TO: Merv Matier, Director of Education
FROM: P. Gillie, Superintendent of Education
J. Kott, Consultant Environmental and Outdoor Education
RE: Update on Environmental and Outdoor Education

RECOMMENDED ACTION:

1. Moved by _____, seconded by _____ that the update report about Environmental and Outdoor Education be received.
2. Moved by _____, seconded by _____ that Principals be given authority to approve one day trips not requiring overnight accommodation, and Superintendents, upon the recommendation of the Principal, be given authority to approve overnight trips for a period up to 5 days.
3. Moved by _____, seconded by _____ that overnight trips requiring more than 5 days and overseas trips be brought to the Board for approval.
4. Moved by _____, seconded by _____ that Trustee support be given to organize Sci-Phy Quest for the Summer of 1999.

RATIONALE:

1. Recommendations concerning Outdoor Education and the Environmental Policy for the Board were developed by a small work group of three as part of the Curriculum Processes Sub Committee and presented to the Local Education Improvement Committee (Appendix A)

One of the duties of the Consultant for Environmental and Outdoor Education is to carry out the work of and recommendations from the Curriculum Processes Sub - Committee of the Education Sub - Committee related to Environmental and Outdoor Education. Before bringing recommendations forward to the Board for implementation, a wider base of input needs to be gathered. A larger work group has been put together and is in the process of gathering input through a survey.

The role of outdoor education and the environmental policy must now be consistent with the new Ontario Curriculum and pending Secondary Reform. Another duty of the consultant is to work collaboratively with other Consultants and Special Assignment Teachers to include Environmental and Outdoor Education in the development of the approach to the Ontario Curriculum and to Secondary Reform.

2. One of the long standing duties of staff who have worked in Outdoor Education has been to review trips involving water activities, overnight camping, canoeing and outdoor activities of risk to ensure that Board policies have been followed. The October Board approved " that the requirement in the policy of the former City Board that certain school trips be subject to Board approval be deleted". Staff were asked to bring together the policy and procedures of the two former Boards.

Update on Environmental and Outdoor Education

One of the duties set out this year for the Consultant for Environmental and Outdoor Education has been to review with Board risk management support staff the process for assessing school-based field studies and trips for the purpose of recommending best practice. This has involved consulting with OSBIE (Ontario School Boards Insurance Exchange). During the Fall, OSBIE offered a workshop on risk management topics. Our Consultant took part and focused on those topics specifically related to trips and outdoor activities. The need for clear levels of accountability is being emphasized by OSBIE. A Committee is in the process of being convened to complete the task of recommending a policy.

3. When the Board directed that certain trips not be subject to Board approval, an alternate direction for approval was not specified. Until a report on Trips is brought forward with recommendations for Policy, it is recommended that Principals be given authority to approve one day trips not requiring overnight accommodation, and Superintendents, upon the recommendation of the Principal, be given authority to approve overnight trips for a period up to 5 days. It is recommended that overnight trips requiring more than 5 days and overseas trips be brought to the Board for approval. This direction is within the procedures that currently exist in the policies of the two former Boards and specifies an alternate line of authority in response to the motion of the October Board.
4. In the summer of 1997, approval was given to run a unique summer day camp called Sci-Phy Quest. This day camp was organized under the previous Program Department as part of Student Services and Community Linkages. The camp is offered on a weekly basis and held at the Watershed Interpretative Centre, located at Elizabeth Bagshaw School, and G.R. Allan School, site of the Dave Brown Outdoor Education Centre. Schools are invited to nominate up to two worthy students from Grade 4,5 or 6 and to help procure \$ 50 to sponsor these students. Community Service Clubs are also encouraged to sponsor. The camp is run in community partnership with the Bay Area Restoration Council (BARC). There is no additional cost to the Board.

Sci-Phy Quest is built around physical and conservation education and includes environmental activities to introduce students to the various ecosystems in the Hamilton-Wentworth Region. Through nature walks, stream and soil surveying and species identification, students learn that living things are interdependent with one another and with their environment.

In the Fall of 1997, a follow up report on this first camp was presented. Approval was given to offer Sci-Phy Quest during the summer of 1998. A summary of Sci-Phy Quest 1998 is attached. It is time to prepare for the summer of 1999 by sending out information packages to Principals. The ongoing support of Trustees is requested.

ATTACHMENTS:

Appendix A	Recommendations from L.E.I.C.
Appendix B	Recommended Policy
Appendix C	Duties of the Environmental and Outdoor Education Consultant
Appendix D	Sci-Phy Quest 1998 Program

Program/Services: Environmental/Outdoor Education (MOET Common Curriculum)

Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
<p>Non-Mandated Program</p> <ul style="list-style-type: none"> Maintaining or deleting the three existing Hamilton Environmental/Outdoor Education Centres Staffing of these Centres 	Jan. - June '98	<ul style="list-style-type: none"> That the three existing Hamilton Board Environmental/Outdoor Education Centres continue for Jan.-June 1998 and that they be made available to all students in the new District School Board during that time period. 	<ul style="list-style-type: none"> Environmental/Outdoor Education Programs provide both inner city and county students with learning experiences that otherwise might not be available to them The programs offered at the three existing Hamilton Centres support the MOET Common Curriculum. Currently Wentworth County has no Environmental/Outdoor Education Centres. Currently 1 FTE technician is assigned to the program at an annual cost of \$30,000 (salary & benefits). Jan. - June \$18,000.
<ul style="list-style-type: none"> Transportation of students 	Jan. - June '98	<ul style="list-style-type: none"> That the new District School Board continue to provide subsidy at the current rate for students attending the three Environmental/Outdoor Education Centres 	<ul style="list-style-type: none"> Current Board subsidy is 1 bus per school day at an average rate of \$110 per day. Total annual cost = \$20,000; Jan. - June '98 cost = \$12,000.
<ul style="list-style-type: none"> Environmental Policy for New District School Board 	Jan. - June '98	<ul style="list-style-type: none"> That the new District School Board establish a committee to review the existing Environmental/Outdoor Education Program/Centres to determine continuation, deletion, expansion or alteration for September 1998. That the existing Hamilton Board Environmental Policy be reviewed as the basis for a new Environmental Policy for the new District School Board. 	<ul style="list-style-type: none"> This would allow time for planning for the 1998-99 school year. (Staff, budget, resources). Wentworth County has no existing Environmental Policy.

10-2

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD ENVIRONMENTAL POLICY



ENVIRONMENTAL AND OUTDOOR EDUCATION CONSULTANT

DUTIES

1. Carry out the work of and recommendations from the Curriculum Processes Sub - Committee of the Education Sub - Committee related to Environmental and Outdoor Education.
2. Support the ongoing implementation of the Environmental Policy for the Hamilton - Wentworth District School Board as recommended by the Education Sub - Committee.
3. Work collaboratively with other Consultants and Special Assignment Teachers to include Environmental and Outdoor Education in the development of the approach to the Ontario Curriculum and to Secondary Reform.
4. Work with students, teachers and administrators to implement programs that reflect the learning expectations of the Ontario Curriculum and the reform of Secondary Education.
5. Work collaboratively with students, teachers and administrators to ensure compliance with the Ministry of Environment and Energy 3 R Regulations, and Board Policy and Programs.
6. Work collaboratively with School Staff and Plant Staff to review the Waste Management practices in place for the purpose of recommending the best practice.
7. Monitor the programs and the Environmental/Outdoor Education Assistant at the Christie Outdoor Education Centre, Glen Road Site and Watershed Interpretative Centre. Work with transportation support staff to ensure cost efficient transportation procedures associated with these programs.
8. Work collaboratively with neighbouring boards, the Hamilton Region Conservation Authority, the Hamilton Harbour Remedial Action Plan, Bay Area Restoration Committee, the Royal Botanical Gardens and other local and provincial Outdoor and Environmental organizations.
9. Assess school-based field studies and trips to ensure that Board policies have been followed. Review with Board risk management support staff the process for assessing school-based field studies and trips for the purpose of recommending best practice.
10. Track and monitor all activities under the policy and prepare an annual report.
11. Perform duties as assigned by the Superintendent.

SCI-PHY QUEST PROGRAMME 1998

Camp Dates and Locations

- July 6-10 Elizabeth Bagshaw: Watershed Interpretive Centre
- July 13-17 Elizabeth Bagshaw: Watershed Interpretive Centre
- July 20-24 George R. Allan: Glen Road Outdoor Education Centre
- August 10-14 Christie Outdoor Education Centre

Camp Staff:

- Camp Coordinator: B.A.R.C. employee
- High School and University Volunteers: students preparing for roles as educators
- Schools and Universities represented: Sherwood Secondary
Highland Secondary
University of Western Ontario
McMaster University

Trips and Camp Activities:

- **Royal Botanical Gardens:** Students participated in Nature's Web, a program offered at the Nature interpretive Centre. Students participated in a 2-hour hike in which they explored the interdependence of natural communities. Sci-Phy Quest participants examined the various techniques used by different organisms to ensure their survival, from passive camouflage to aggressive behaviour, and from thorny stems to attractive flowers. Students also had the opportunity to explore the RBG's Children's Discovery Garden and the Grindstone Creek Boardwalk.
- **Christie Outdoor Education Centre:** Students journeyed to this outdoor education facility to explore Spencer's Creek and learn about the importance of local watersheds. Students discovered how to accurately determine the water quality of the creek through the examination of aquatic organisms that make it their home. Hipwaders, boots, nets, and collection trays were used to help the students collect and identify crayfish, minnows, frogs, and other fascinating creatures. Co-operative games were also enjoyed by the students and helped foster teamwork and communication. The students also enjoyed swimming at Christie Conservation Area.
- **Mountsberg Wildlife Centre:** The Wildlife Walkway and nature trivia trail provided the perfect environment for Sci-Phy Quest participants to learn more about different ecosystems and the importance of biodiversity. Students also visited the Douglas G. Cockburn Bird of Prey Rehabilitation Centre and Exhibit Gallery. This unique facility afforded the students the opportunity to take an in-depth look at these amazing and beautiful birds.
- **Spankers Gorge Hike:** Students participated in a hike through Spencer's Gorge with stops at Webster's Falls, Tews Falls and the Dundas Peak. While on the hike the students used their "Nature Detective Skills" to study rock formations as well as native plants in order to learn more about the formation of the Niagara Escarpment and the biodiversity supported by Dundas Valley.
- **Royal Ontario Museum:** During the morning students participated in a guided tour of the Life Sciences collection led by one of the R.O.M. teachers. Highlights of the tour included the R.O.M.'s extensive dinosaur collection, the evolution display, reptile display, and the bat cave. In the afternoon students had the opportunity to explore the R.O.M.'s Discovery Gallery in which the students were able to explore a series of hands on displays which were designed to stimulate their curiosity and sense of wonder. Some students tried on mediaeval armour, others tried to piece together skeletons, some wrote their name in hieroglyphics, and others examined the extensive microscope slides.
- **Plan B Organic Farms:** Students journeyed to Plan B Organic Farms in Flamborough to learn more about organic farming techniques and community sustainable agriculture. The proprietors of the farm took the students on an extensive tour of the property and explained to them the benefits of using manure as opposed to chemical fertilizers as well as the benefits of using natural predator prey relationships (such as the ladybug and aphid) as opposed to pesticides and herbicides. All these organic farming techniques help protect the biodiversity on the farm as well as ensuring the protection of the watershed and the quality of the soil. Students also had the opportunity to harvest vegetables from the field and prepare their own delicious salad for lunch.
- **Coronation Pool and Wilfred Laurier Recreation Centre:** Almost every camp day was concluded with a cool dip in one of these local swimming facilities.
- **Cookout lunches and campfires**
- **Games and crafts:** including nature bingo bubble magic; earth keeper medallions, parachute adventures; kick baseball and lots more!

Schools Participating in Sci-Phy Quest 1998

<u>SCHOOL</u>	<u>NUMBER OF PARTICIPANTS</u>
Balaclava	2
Cardinal Heights	2
Centennial	2
Central	4
Dr. J. Edgar Davey	3
Eastmount Park	2
Fernwood Park	2
George R. Allan	2
Glen Brae	2
Green Acres	2
Greensville	2
James MacDonald	2
Janet Lee	2
King George	4
Linden Park	1
Lisgar	1
Mary Hopkins	1
Prince of Wales	2
Queensdale	3
Red Hill	2
Richard Beasley	2
R. L. Hyslop	2
Sherwood Heights	2
Sir Isaac Brock	2
Sir Wilfred Laurier	3
Strathcona	4
Tapleystown	3
Thornbrae	1
Westwood	2
W. H. Ballard	2
Yorkview	2
TOTAL	72

Local Community Service Clubs Who Gave Financial Support to Sci-Phy Quest

<u>SERVICE CLUB</u>	<u>AMOUNT</u>
Kinnette Club of Hamilton	\$ 1000
Kinsmen Club of Flamborough	\$ 100
Optimist Club of Hamilton	\$ 200
Lions Club of Hamilton Central Inc.	\$ 100
Lions Club of Hamilton East	\$ 500
Royal Canadian Legion Ladies Auxiliary Branch 622	\$ 200
Kiwanis Club of Stoney Creek	\$ 250
Kiwanis Club of Hamilton East	\$ 50
Kiwanis Club of Mount Hamilton	\$ 200
Rotary Club of Hamilton East Wentworth	\$ 500
Rotary Club of Mount Hamilton	\$ 300
Rotary Club of Dundas	\$ 300
Feeding Basic Needs (H.W.D.S.B.)	\$ 140
TOTAL	\$ 4340

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Sci-Phy Quest Summer Camp 98

Questionnaire Response Summary

By Stephanie Scott

A questionnaire was sent to the parents of the participants of the camp, from the Hamilton Wentworth District School Board and the Bay Area Restoration Council. The questionnaires were filled out by the parents reflecting the experiences by their children. The results of the 23 questionnaires returned were mostly all positive, some had some suggestions for next year.

Next Year's Suggestions

- ☐ Camp hours were "too short to cover a workday for parents."
- ☐ "Would have preferred at least one councillor there before 8:30am."
- ☐ Some parents arrived at 4:30pm (half hour late)
- ☐ "Would have been nice to have camp start at 8:00-8:15am to accommodate those parents starting work before 8:30am."
- ☐ The morning camp hours were "fine but I was a little pushed at night."
- ☐ "My son was disappointed to learn that next year he would be too old to attend.
Expansion to include older ages would be great!"
- ☐ Many children "wished camp was longer than a week."
- ☐ This women's son "felt Monday was boring."
- ☐ "more breaks."

Positive Comments by Parents and Their Children

- ★ "An excellent program!"
- ★ "Very satisfied."
- ★ "loved every minute"
- ★ "looked forward to it each day!"
- ★ "enjoyed the food."
- ★ Lots of comments on the children having fun with the activities
- ★ The trips most talked about were The Ontario Science Centre and "Birds of Prey" exhibit.

How the children attended camp

- 20 children were sponsored by school
- 3 children were registered themselves
- * 2 parents out of those sponsored said they would pay the registration fees themselves*

How the parents found out about the camp

- 13 children found out from a teacher
- 7 children found out from the principal at their school
- 1 child found out from a social worker
- 1 child found out from Student Services & Community Linkage Dept.
- 1 child found out at home and school or Sci-Phy letter

11

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

M E M O R A N D U M

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education

Date: December 22, 1998

Re: ***CURRICULUM PROCESSES TRANSITION COMMITTEE:
REPORTS OF THE WORK GROUPS***

The Curriculum Processes Transition Committee, a group composed of representative parents, teachers, administrators and students, is in the process of finalizing its work. Over the next few months, the reports of this committee and its various work groups regarding important curriculum and program matters will be coming forward for Board attention.

The first two reports to be completed and approved by the full committee follow.

#11(a)

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

M E M O R A N D U M

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education

Date: December 22, 1998

Re: ***REPORT OF THE CURRICULUM PROCESSES TRANSITION
COMMITTEE: ONTARIO CURRICULUM WORK GROUP***

RECOMMENDED ACTION:

Moved by _____ that the Hamilton Wentworth District School Board accept the report of the Curriculum Processes Transition Committee: Ontario Curriculum Work Group and forward it to senior administration for action.

RATIONALE:

After many meetings and a great deal of work, this committee has provided a very clear set of comprehensive recommendations to guide the implementation of the Ontario Curriculum in the Hamilton Wentworth District School Board. As Superintendent with the Ontario Curriculum portfolio, I commend this team for the excellent work they have done in creating their report which was unanimously approved by the full Curriculum Processes Transition Committee.

The current plan for implementation of the Ontario Curriculum in the 1998-99 school year has been developed taking into account many of the recommendations of this group. As time and resources allow, other recommendations will be addressed in the plan for future years.

Recommendations of The Ontario Curriculum Work Team

The following recommendations reflect the work of the Ontario Curriculum Work Team, from April 1998 to October 1998.

Parents:

Graham Boyce
Leslie Lemaich
Elaine Smith
Karyn Callaghan

Teachers:

Mary-Jane Black
Linda Walker
Tara Gasparik
Maria Carbone
Mary Wallis
Margaret Fong
Peter Issacs
Gail Belisario

Administrators:

Doug Lenz
Lillian Somerville
Anne Cliff
Nora-Lyn Veevers

Support Staff:

Laura Romano
Mary Jean Tyczynski
Neal Shaw
Carol MacKenzie
Joanne Langway

Community Reps:

Elizabeth Wakeford

RECOMMENDATION	SUB-RECOMMENDATION OR EXPLANATION	RATIONALE
1. Ontario Curriculum Document Review and Development: That all existing curriculum support documents for the Ontario Curriculum be reviewed as to their effectiveness for the entire system under the direction of the Superintendent responsible for the Ontario Curriculum	This review will include input/feedback from principals, teachers, parents/community members, curriculum support staff, and students where appropriate, in an advisory capacity.	Many curriculum support documents exist in both the former County Board and the former City Board. Some of these documents will be helpful for teachers in implementing the Ontario Curriculum, while others will not be in line with current expectations.

RECOMMENDATION	SUB-RECOMMENDATION OR EXPLANATION	RATIONALE
<p>That an evaluation tool be used as the basis for the review and development of all documents so that they:</p> <ul style="list-style-type: none"> - reflect provincial guidelines - present accurate information - exclude all forms of bias and stereotyping - use inclusive language and a balance of perspectives - represent the diversity of Canadian Society - include assessment and evaluation strategies <p>Modifications to documents and in-service of documents follow a process(s) as recommended by the Curriculum Processes Transition Committee.</p>	<p>Please see attached, <i>The Evaluator - A Framework for Evaluating Classroom-Ready Curriculum</i>, from the Curriculum Clearinghouse as an example of an evaluation tool, which could be used.</p>	<p><i>The Evaluator: A Framework for Evaluating Classroom-Ready Curriculum</i> is a tool used by the Ministry of Education and Training to assess the appropriateness of classroom-ready materials to ensure that all materials have met a Provincial Standard. This tool has been used to evaluate all textbooks on the approved MOET Learning Materials List.</p>
<p>2. Ontario Curriculum Implementation</p> <p>That support be provided that responds to the increasing demands of the Ontario Curriculum.</p>	<p>This support refers to:</p> <ul style="list-style-type: none"> • Print materials • Additional resource documents • Ministry of Education and Training funded units • Specialized inservice to respond to the immediate needs of grade 7 and 8 students due to Secondary School Reform • Personnel (ie. Consultants, Special Assignment teachers) <p>The Ontario Curriculum Team and the Assessment/Evaluation Team <u>must</u> work collaboratively to deliver consistent common messages about Ontario Curriculum implementation.</p>	<p>To provide a consistent format for the modification and inservice of documents.</p> <p>Support is needed due to :</p> <ul style="list-style-type: none"> • The compacting of expectations • Secondary School Reform • Immediate time lines • Introduction of new topics at new grades • Introduction of new equipment and materials <p>Assessment drives instructional practice and must be a part of Ontario Curriculum Implementation</p>
<p>That assessment/evaluation be an integral part of the implementation of the Ontario Curriculum at the school and system levels.</p>		

RECOMMENDATION	SUB-RECOMMENDATION OR EXPLANATION	RATIONALE
<p>That an inclusive implementation plan involve the collaborative efforts of assessment, Ontario Curriculum, special education, and staff development personnel, to ensure a consistent message is given to the system.</p>		<p>Ontario Curriculum expectations are for all students.</p>
<p>That implementation occurs both at the school and system level.</p>		<p>It is important that all administrators, teaching staff, and parents receive the same message about Ontario Curriculum implementation.</p>
<p>That the implementation of the Ontario Curriculum include a plan, accountability components, staff development, an implementation process, evaluation and review.</p>	<p>A plan which provides the following:</p> <ul style="list-style-type: none"> -a common focus -time lines that reflect the stages of implementation (see Implementation Process) -staff development components -resource/support materials -resource/support personnel (i.e., consultants, special assignment teachers with Ontario Curriculum responsibilities) -accountability/evaluation processes -a communication vehicle for all stakeholder groups (i.e., trustees, parents, administrators, teachers) <p>Accountability components in many forms:</p> <ul style="list-style-type: none"> -school plan -teacher personal growth plan -principal letter of intent/leadership plan -Ministry of Education and Training Audits (e.g., EQAO at grades three and six) <p>Staff Development which focus on the following components:</p> <ul style="list-style-type: none"> -empowerment of teachers through the acquisition of new skills -encouragement of teacher professional growth -support for teachers throughout the process (e.g., personnel and materials) 	<p>The success and effectiveness of any change process requires detailed planning.</p>

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RECOMMENDATION	SUB-RECOMMENDATION OR EXPLANATION	RATIONALE
	<ul style="list-style-type: none">- Fact sheets, information to parents (\$6,000)- Revenue potential from the sale of resource documents outside of the system.	

Sample Time Line and Implementation Process

Example: Science and Technology Document

Sept. 98 – Dec. 98	Jan. 99 – June 99	Sept. 99 – June 00	Sept. 00 – June 01
<ul style="list-style-type: none"> - awareness - models provided - planning (Theory presented, demonstration, modelling of theory)	<ul style="list-style-type: none"> - try it in the classroom (Practice and feedback)	<ul style="list-style-type: none"> - increase the in-classroom implementation (Application and feedback)	<ul style="list-style-type: none"> - increase the in-classroom implementation (Application and feedback)

REFLECTION, GAP ANALYSIS AND NEEDS ASSESSMENT THROUGHOUT ENTIRE PROCESS

Ontario Curriculum Documents released this summer: Social Studies (includes history and geography), The Arts, Health and Physical Education, ESL/Core French



THE EVALUATOR

*A framework for evaluating
classroom-ready curriculum*

Curriculum Title: _____

Source: _____ Year Produced: _____

Review Date: _____

Evaluator(s): _____ / _____ / _____

Program Area(s): ☐ Language ☐ Mathematics, Science & Technology ☐ The Arts
☐ Personal & Social Studies: Self & Society ☐ Cross-curricular

Program Level(s): ☐ JK - SK ☐ 1 - 3 ☐ 4 - 6 ☐ 7 - 9 ☐ 10 - Graduation

Media: ☐ Print ☐ Video ☐ Other ☐ Kit Software: ☐ MAC ☐ Windows ☐ DOS

STEP 4

Recommendation

At the conclusion of the evaluation process, make an overall endorsement rating. If the resource requires additional review or revision, notify authors.

☐ Unacceptable ☐ Needs major revision ☐ Needs minor revision ☒ Recommended

Summary / Suggestions / Modifications: _____

Transfer results to wallchart

11a-9 STEP 1 Critical Criteria

	Yes	No
1. Incorporates clear, concise learning outcomes which reflect policy documents and guidelines	<input type="checkbox"/>	<input type="checkbox"/>
2. Presents current information	<input type="checkbox"/>	<input type="checkbox"/>
3. Presents accurate and authentic information	<input type="checkbox"/>	<input type="checkbox"/>
4. Excludes all bias, stereotyping, invisibility, exclusion, imbalance, inequity, fragmentation, isolation and tokenism, including visual representations, based on such factors as race, ethnicity, nationality, language, faith, gender, disability, sexual orientation, age, social class, occupation, appearance, socio-economic status, family structure	<input type="checkbox"/>	<input type="checkbox"/>
5. Uses inclusive language and a balance of perspectives	<input type="checkbox"/>	<input type="checkbox"/>
6. Represents the diversity of Canadian society	<input type="checkbox"/>	<input type="checkbox"/>
7. Includes assessment and evaluation strategies	<input type="checkbox"/>	<input type="checkbox"/>
8. Contains a copyright clearance statement	<input type="checkbox"/>	<input type="checkbox"/>

And, where applicable:

	N/A	Yes	No
9. Includes health and safety warnings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Supports violence prevention and conflict management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



If one or more of these criteria are not met, appropriate revisions must be made. Curriculum submitted to OCC must meet ALL Critical Criteria.

Comments

Transfer results to wallchart

Video

	Poor	Satisfactory	Good	Exemplary	N/A
Dialogue/narration is clearly audible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sequencing, transitions, and pacing are appropriate to target audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narration is effective and appropriate (pacing, clarity, gender)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of media enhances content (animation/graphics, captions, voice-over, music, and sound effects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher's guide provides "before", "while", and "after" viewing techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Where content is acceptable, but presentation is unacceptable, notify authors.

Comments



Transfer results to wallchart

*Poor**Satisfactory**Good**Exemplary*

4. Promotes learning by connecting to learner's existing knowledge, skills, values, and attitudes

☐ Overlooks learner's existing knowledge, skills, values, and attitudes

☐ Reviews learner's existing knowledge, skills, values, and attitudes

☐ Extends the learner's existing knowledge, skills, values, and attitudes through specific activities

☐ Learning outcomes are linked to specific activities which use learner's existing knowledge, skills, values, and attitudes to generate new learning

5. Reflects current pedagogy

☐ Exclusively teacher directed

☐ Provides opportunities for large group, small group, and individual learning

☐ Provides opportunities for large group, small group, and individual learning. Provides opportunities for collaborative and cooperative learning

☐ Provides opportunities for large group, small group, and individual learning. Provides opportunities for collaborative and cooperative learning: student-student, student-teacher, teacher-teacher, school-community

6. Promotes violence prevention and conflict management strategies (e.g. mentoring, role playing, peer mediation, etc.)

☐ Overlooks opportunities to articulate violence prevention and conflict management strategies

☐ Evidence of either violence prevention or conflict management strategies

☐ Incorporates violence prevention and conflict management strategies

☐ Integrates violence prevention and conflict management strategies

7. Is adaptable / applicable

☐ Too specific, useful to only the class, school, or school board for which it was designed

☐ Adaptable to a similar geographic or demographic area

☐ Adaptable to a range of classes, schools, boards, and geographic and demographic areas

☐ Easily adaptable to a range of classes, schools, boards, geographic and demographic areas

8. Addresses all issues from a diversity of perspectives

☐ A single position or perspective is given

☐ Only limited perspectives are given

☐ Addresses all issues respectfully, critically, responsibly, and knowledgeably from a diversity of perspectives

☐ Addresses all issues respectfully, critically, responsibly, and knowledgeably from a diversity of perspectives and promotes positive action

STEP 3 ¹¹⁴⁻¹² Guiding Principles

	Poor	Satisfactory	Good	Exemplary
1. Stimulates student interest	<input type="checkbox"/> No connection to real life. Lacks authenticity and relevance. Not inquiry based	<input type="checkbox"/> Connected to real life	<input type="checkbox"/> Connected to real life. Authentic and relevant to the learner	<input type="checkbox"/> Connected to real life. Authentic and relevant to the learner. Inquiry based. Involves students actively in decision making
2. Provides clear instructional purpose	<input type="checkbox"/> No instructional purpose is evident	<input type="checkbox"/> Learning outcomes are stated but not cohesive and logical	<input type="checkbox"/> Learning outcomes are clearly stated. Develops through a cohesive and logical organization	<input type="checkbox"/> Learning outcomes are clearly stated. Develops through a cohesive and logical organization. Includes and explains multiple approaches which are linked to learning outcomes
3. Addresses the intended audience appropriately (e.g. age, skill level, learning styles)	<input type="checkbox"/> Content, language and activities are missing or inappropriate for indicated level	<input type="checkbox"/> Inconsistent use of content, language, and activities for indicated level	<input type="checkbox"/> Use of appropriate content, language, and activities for indicated level	<input type="checkbox"/> Appropriate content, language, and activities. Accommodates the styles, strengths, experiences, and individual learning needs of all students



Ontario

Curriculum

Clearinghouse

Ontario Curriculum Clearinghouse
439 University Avenue, 18th Floor,
Toronto, Ontario M5G 1Y8

Phone: (416) 591-1577

1-800-837-3048

Fax: (416) 591-1578

e-mail: <http://www.curclear.org>

*Poor**Satisfactory**Good**Exemplary*

9. Includes effective
assessment strategies for
ongoing assessment
of student perform-
ance (e.g. portfolios,
logs, journals, peer
and self evaluation,
etc.)

☐ Assessment
strategies are
missing or
inappropriate (not
linked to outcome
or student activities)

☐ Tracking of
student performance
is teacher-generated
and directed

☐ Provides for
teacher and student
tracking of
performance. Linked
to outcomes that
generate growth

☐ Teacher and
student tracking that
encourages students
to set high standards
for themselves and
take responsibility for
their own learning
using a wide variety
of methods

10. Encourages
creative and critical
problem solving

☐ No problem-
solving activities

☐ Encourages
students to ask
questions and make
connections

☐ Promotes open-
ended activities and
encourages students
to ask questions
and make
connections

☐ Facilitates
problem solving
and inquiry through
active learning (e.g.
active listening,
perseverance, problem
definition, intuitive
thinking, material
manipulation,
questioning, etc.)

11. Makes
connections across
program areas

☐ Connections
across program
areas are missing

☐ Connections
across program
areas are contrived

☐ Connected
naturally across
program areas

☐ Integrated
learning takes place.
Activities are
embedded in real
life context

12. Provides a
global perspective
of the intercon-
nectedness and
interdependence
of communities

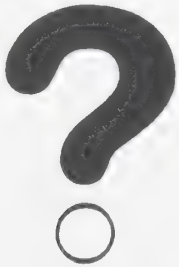
☐ Presents
traditions, customs,
and lifestyles in the
local community
context only

☐ Acknowledges
the global perspective
from a dominant
local point of view

☐ Acknowledges
global perspectives
in a context which
values and respects
diverse individuals,
groups, and
relationships

☐ Acknowledges
and respects global
perspectives in a
context which values
the diversity of global
communities and
promotes positive
interactions among
people

	<i>Poor</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Exemplary</i>
13. Lists support materials (resources)	<input type="checkbox"/> Support materials are missing, out of date, inappropriate, or unavailable	<input type="checkbox"/> Support materials are included but do not consistently support this curriculum	<input type="checkbox"/> Support materials are current, diverse, inclusive, reflect current pedagogy and support this curriculum	<input type="checkbox"/> Support materials are current, diverse, inclusive, reflect current pedagogy and support this curriculum. List of support materials is annotated
14. (Other)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. (Other)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Careful consideration must be given to any curriculum resource which has received a "poor" rating. Does this reflect your standard of excellence?

Comments

Now complete
Step 4
on reverse

Transfer results to wallchart

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THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

M E M O R A N D U M

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education

Date: December 22, 1998

Re: ***REPORT OF THE CURRICULUM PROCESSES TRANSITION
COMMITTEE: READING/WRITING SUPPORT PROGRAMS
(NON-MANDATED) WORK GROUP***

RECOMMENDED ACTION:

Moved by _____ that the Hamilton Wentworth District School Board accept the report of the Curriculum Processes Transition Committee: Reading/Writing Support Programs (Non-Mandated) Work Group and forward it to senior administration for action.

RATIONALE:

The Curriculum Processes Transition Committee: Reading/Writing Support Programs (Non-mandated) Work Team consisted of the following parents, teachers, program staff and administrators:

Parents: Laura Ludwin, Carla Sullivan, Maureen Isnor, Helen Davis, Nancy Freckleton
Teachers: Maria Carbone, Kelly Charles, Glen Whitwell
Administrators: Susan Fox, Suzanne Nolan
Support Staff: Ken Sanford, Marilyn Legault, Judy Nathanson

This group worked diligently to inform themselves about the programs that supported early literacy within the Board, including visits to sites where the three main programs were being implemented. They extended the scope of their investigations to include Open Court as well as the three program - Reading Recovery, Writing to Read and All Star Reading - identified in the L.E.I.C recommendations.

The Work Group recognized the importance of early literacy development as key to future educational success for all students and they present the viewpoint that support programs should

11b-1

be in place in all schools to ensure all students have the opportunity to develop these key skills when regular quality classroom programs do not meet their needs. The Work Group also saw that one program could not meet the diverse needs of our students across the system and believe that schools should have flexibility to implement a variety of programs provided that certain educational criteria were met. The programs vary widely in their funding and personnel demands of schools; some schools could not continue to offer some programs unless the programs are supported through central allocations.

If the report of the Work Group is approved, a committee will be struck to review program effectiveness and to make recommendations regarding continuation or discontinuation of specific programs. Of particular interest will be the continuation or discontinuation of the programs which receive substantial central funding (e.g. Writing to Read, Reading Recovery) mainly through staffing provisions (see Recommendations 2, 5, 6 and 7). Recommendation 11 also has possible staffing implications; there is, however, appropriate personnel within the Instructional Services staff at the present time.

Reading/Writing Support Programs (Non-Mandated)

Philosophy

High levels of literacy achievement are fundamental to success in school, to success in the world of work and to success in personal life. Therefore all children are entitled to quality literacy instruction.

Rationale for Recommendations

1. Language is central to students' intellectual, social and emotional growth, and must be seen as a key element of the curriculum.
2. The Ontario Curriculum focuses on early literacy and teaching of skills at earlier grade levels.
3. Students who experience problems with reading and writing in the primary grades need additional assistance to acquire the basic tools for later achievement.
4. Minor delays in language learning in the primary grades may become significant gaps in later years.
5. Systematic efforts towards early literacy are a sound investment due to the reduced need for Special Education support services in the later grades.

Interim Recommendations

The Reading/Writing Early Intervention Committee recommends that all existing intervention programs that are currently in place be maintained until reviewed for their effectiveness. EQAO results should be included in this review.

These include:

- Writing to Read
- All Star Reading
- Reading Recovery

Long Term Recommendations

1. That Early Intervention Reading/Writing support programs are available to all children who need them no later than Grade 1.
 2. That the selection of early intervention programs be based on most of the following criteria:
 - long term cost effectiveness (i.e., intervention and prevention rather than remediation)
 - research-based and proven effectiveness using a variety of reliable assessment tools (e.g., CAT 2, EQAO, student achievement)
 - opportunities for parent involvement
 - used in conjunction with and complementary to classroom literacy programs
 3. That consideration be given to the development of a primary resource program which would identify needs and provide early intervention programming as required.
 4. That all schools be surveyed to identify existing school-based, early intervention programs.
 5. That existing board initiated early intervention programs (i.e., Writing to Read, All Star Reading, Reading Recovery) be maintained if proven effective. A committee will be struck to review program effectiveness with respect to student achievement and relative cost. Committee recommendations to continue or discontinue specific programs will be made prior to the beginning of the 1999-2000 school year in order for schools to plan appropriately.
- That other school initiated intervention programs (e.g., Open Court) be continued if they meet criteria.

That ongoing investigation (which includes current research and data from other Boards) of other early intervention programs be initiated at the system level by Curriculum Department personnel for possible future implementation by schools.

That all early intervention Reading/Writing programs be linked to the expectations of the Ontario Curriculum, meet system criteria and be monitored under the direction of the appropriate Superintendent of Education.

That adequate financial and human resources be allocated, from within the parameters of the Ministry funding model, for system-wide support (including school-based initiatives) for further expansion and monitoring of early intervention programs.

- . That all schools develop a plan for early intervention and offer appropriate programming. Decisions regarding the degree of intervention should be made at the school level and based on school needs dependent upon resources available.
- . That a Program Curriculum Consultant be responsible for supporting the implementation of early intervention programs.
- . That these recommendations be shared with the Early Learning Advisory Committee for consideration.

11b-4

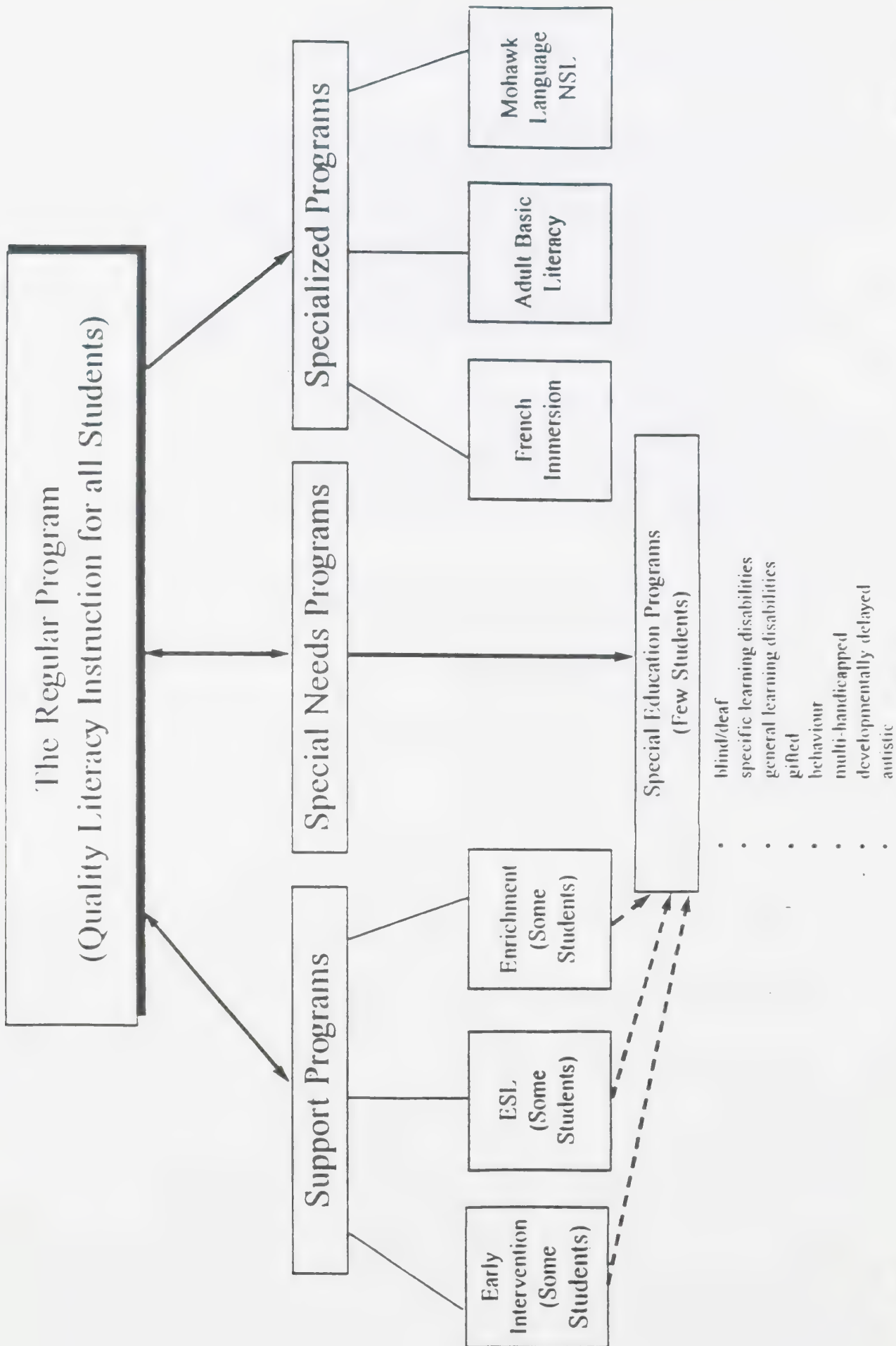
A Literacy Plan

High levels of literacy achievement are fundamental to success in school, to success in the world of work and to success in personal life. Therefore all children are entitled to quality literacy instruction.

Quality Literacy Instruction is characterized by the following:

1. **Curriculum** which is both rigorous and demanding as well as promoting high levels of achievement.
2. **Curriculum** which recognizes and promotes the importance of literacy in all areas of study (i.e. language across the curriculum).
3. **System support**, philosophically and financially
4. **Teachers** who are knowledgeable, skillful and prepared.
5. **Parental** awareness and support
6. **Resources** which are current and able to fulfill the curriculum expectations
7. **Programs** which are balanced and flexible to meet the needs of a variety of learning styles.
8. **Classroom environments** conducive to learning
9. **Support** for all learners who need it

LITERACY PLAN



Early Intervention Reading/Writing Programmes

<u>Program</u>	<u>Level of Intervention</u>	<u>Start up Costs (RESOURCES)</u>	<u>Maintenance Costs</u>	<u>Personnel Costs</u>	<u>Space Requirements</u>	<u>Training Required</u>
Writing To Read	Full class supported by teacher and E.A.	\$26,794.00 E A Salary @ \$25 703 + \$1,091 for supplies	\$294,730.00 for 11 sites @ \$26,803 per site	1 E.A. per site @ \$25,703	Computer lab	T.B.D.
Reading Recovery	1-to-1 instruction with trained R.R. teacher	\$32,000.00 50 FTE @ \$28,000 + \$2,000 supplies + \$2,000 training	\$121,000 for 4 sites @ \$30,250 per site	Teacher salary 50 FTE \$28,000	Use of existing space	On-going In-service training @ \$2,000 per 50 FTE teacher
All Star Reading	1-to-1 instruction with volunteer coach	\$600.00 for purchase of instructional supplies	\$8,700.00 for 16 sites @ \$75.00 per site	No additional staffing costs required	Use of existing space	T.B.D.
Open Court	Small group Instruction Approximately 1 teacher to 6 students	\$2,500.00 for instructional supplies	\$7,200.00 for 30 sites @ \$240.00 per site	No additional staffing costs	Use of existing space	T.B.D.

116-6

ALL STAR READING

Program Description

See "All Star Reading Program" attached.

Level of Intervention

Level of intervention can range from a school wide approach for the introduction of reading strategies to 1:1 support for early readers who are at risk. Each child in the 1:1 program is coached 3x per week for 15-20 minutes for a period of 3 months.

Effectiveness

Various schools which have implemented the program have kept progress records for the students involved. See attached example.

Start Up Costs

Approximately \$600.00 for the purchase of books. Other costs would include consumable materials such as paper, duotangs, markers, stickers and experience chart paper totalling approximately \$75.00.

Maintenance Costs

An annual cost of \$75.00 should be adequate to cover the cost of consumables. Additional costs will be incurred as worn books are replaced.

Personnel Costs

No extra personnel costs would be needed to run this program. The "All Star Team" consists of an administrator, special education staff, teachers, a consultant and volunteer coaches (parents, junior/intermediate students).

Space Requirements

A quiet area of the school is needed to accommodate the 1-1 coaching session. Suggestions include the library, meeting room or hallway.

Training Requirements

The "All Star Team" is required to conduct 2 in-service sessions for the coaches.

ALL STAR READING PROGRAM

Background: (Provided by the Halton Board of Education)

The All Star Reading program was initially developed as the program component for the Early Literacy Pilot Project 1992-3. Jan McDonald and Deborah Wood, teachers at the Learning Centre, developed the program.

The All Star Reading Program is based on the concept that literacy learning for some children is challenging and that early intensive intervention that carefully matches the students' developmental level with interesting, meaningful, appropriate resources will enable the children to feel and be successful. Learning to play the Reading Game and becoming an All Star Reader is motivating and fun.

In the initial stages of the implementation of the All Star Program, schools and communities were encouraged to participate in the program on a volunteer basis. As a result of this grass roots approach to implementation, approximately 80% of the Halton schools became involved in some way in the All Star Program. In 1996 the Halton Board Early Literacy Plan endorsed the All Star program as a required component for all schools in Halton. (The All Star Program integrates all three components of the Early Literacy Plan: **classwide, intervention and home-community** programs.) This endorsement created a challenge for some schools, however, since the program is often dependent upon volunteer support for the intervention component of the program and communities vary in the amount of parent and volunteer support available.

A team approach to assessment, planning, problem solving and implementation is essential. The in-school All Star Team consists of an administrator, Special Education Resource Teacher, and primary classroom teachers. Other members may include the teacher-librarian, parents grandparents, community volunteers, and support staff. One person from the Team is designated as Head Coach. This is often the Special Education Resource Teacher, but may also be a classroom teacher, parent or community member. This person coordinates communication and facilitates the implementation of the program. Members of the Team attend inservice sessions. These sessions deal with assessment and resources, reading strategies and the Coaching sessions, problem solving, and celebration.

Classwide Program:

Some schools choose to have a school wide approach to the introduction of strategies. In others, individual teachers choose strategies that fit the literacy needs of their particular class. Strategies include ways to read (e.g., shadow reading, repeated reading), book awareness (e.g., previewing, look at the marks), unstuck strategies (e.g., picture clues, using sounds, move-on, prove-it), ways to respond (e.g., tell a story, act it out). At the beginning of each week, the teacher selects one of the reading strategies from the menu presented with the program and introduces it to the entire class (10 to 15 minute lesson). These strategies are reinforced during the literacy program. At the end of the week the students reflect on their successes during a cooperative sharing session.

Intervention Program:

The All Star Reading Program provides intervention for at least a three month period. The strategies introduced in the classwide program are reinforced and practised during the individual Coaching Sessions with the at risk students (at least three 15 to 20 minute sessions per week).

Coaches are arranged through the school (i.e. parents, grandparents and community volunteers, junior or intermediate students, school or support staff). The coaching sessions follow an eight step format as outlined in the All Star Program package. The important concept that makes this program unique is the Coaches encourage the children to ask their own questions and find their own solutions. The children are taught skills and strategies by their teachers and coaches. They are then "stretched" to apply these strategies within a rich literacy environment. Observations and reflections are recorded and maintained for each student in the Reader's Log by the Coach. This gives the teacher the opportunity to monitor the children's progress. Schools arrange and provide inservicing and ongoing support for the Coaches.

Home Component:

Schools have linked this program to a "borrow a book" format to extend the reading experience to the home. The individual strategies with which children have been successful are sent home and practised as children and parents share books at home together. This home component of the program is essential to the success of the program.

Summary:

All Star is a cost effective program that reaches the entire school community. Parent, community volunteers, coaches, school staff and children pull together as a team to focus on early literacy in a meaningful way. Everyone contributes and everyone gains, resulting in very positive feelings about early literacy.

Additional Information:

- Many members of the school community and older students are actively involved as Coaches.
- In 1994 the program was translated into French to support the needs of older primary students.
- Two All Star videos have been produced to support the program.
- The most recent video is a Coaching Video, accompanied by a Coaching Manual and overheads.
- Many boards in Ontario have purchased the All Star program and are involved in the inservice process.

OPEN COURT

LEVEL OF INTERVENTION

Open Court is a complete balanced literacy programme for Kindergarten to Grade six. It integrates quality literature (including works in all genres by world renowned contemporary and classical authors, illustrators and artists and award-winning, full-length trade books) with systematic direct instruction in phonemic awareness and the alphabetic principle beginning in Kindergarten.

Open Court provides for the effective teaching and learning of solid literacy skills, including: listening, speaking, viewing, reading (decoding and comprehension), writing, (spelling, grammar, punctuation, penmanship, proof reading and editing), and an appreciation of literature. The highly structured teaching-learning sequence taught through a multisensory approach that respects individual differences is backed solidly by numerous international research studies.

Open Court can be used at all levels of literacy education. It is presently being used in approx. 200 schools throughout Ontario (30 schools in Hamilton including 2 comp. ed. schools). The levels of use are diverse. Many schools have initiated the programme in a resource setting. Some of these schools have since expanded the programme into the regular classroom. It can be used as intense resource on a 1:1 basis for children with severe problems as well as being used in a group setting for larger numbers of children with reading difficulties. Results to date have shown significant increases in all areas of literacy with early intervention (grade 1). In many cases, most of the children in resource were performing at or above the regular class mean at the end of grade 1. This programme has also had success in teaching ESL students.

RESEARCH

- see Pilot Evaluation - Holy Cross School (attached)
- see Reading is the Job of Schools - Mountview Public School (attached)
- Open Court Research - McGraw-Hill (available on request)

START UP COSTS (RESOURCES)

Open Court can be used in a regular classroom or learning centre environment. The programme is set up to be delivered by regular classroom or resource teachers. Initial cost to set up a resource programme for 6 children is approx. \$2,500.00. In this case, each child would have their own readers. To accommodate more children, readers could be shared or more groups of 6 could be serviced at different times of the day. The cost for additional children in resource would be \$36.21 per child for consumable workbooks. This cost includes all teacher and student materials to deliver the programme.

MAINTENANCE COSTS

Consumable workbooks will need to be replaced yearly at a cost of \$36.21 per child.

PERSONNEL COSTS

Schools with learning centres or resource rooms should have no additional personnel costs. This programme can also be used by regular classroom teachers.

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HAMILTON WENTWORTH DISTRICT SCHOOL BOARD

OPEN COURT

	Maintain Current Program		Expand Program			
	F.T.E.	1 Site	F.T.E.	30 Sites	F.T.E.	1 New Site
SALARIES:						
No additional staffing costs						
		0		0		0
OTHER EXPENDITURES:						
Instructional Supplies		240		7,200		
Staff Development-existing		T.B.D.		T.B.D.		
Instructional Supplies-start-up						2,500
Staff Development-start-up						T.B.D.
		240		7,200		2,500
		240		7,200		2,500

READING RECOVERY

PROGRAM DESCRIPTION

Reading Recovery was developed during the 1970s in New Zealand by Dr. Marie Clay. It is the result of 10 years of research on young readers: both those having success and those experiencing difficulty. The success of Reading Recovery in New Zealand led to national implementation. It has since been adopted by school districts in the United States, Australia, England and Canada. In 1988 Scarborough implemented the first Reading Recovery program in Canada.

Reading Recovery is an early, short-term intervention program for the lowest achieving students in grade one, regardless of their ethnic, linguistic or socio-economic background, ability, language achievement, physical handicaps or learning disabilities. Its goal is to enable these at-risk students to make accelerated progress and to become competent, independent readers and writers within the average band of literacy achievement in approximately 12 to 20 weeks of daily 30 minute lessons.

The potential candidates for Reading Recovery are recommended by their Kindergarten and/or Grade One teachers. These children are simply the lowest achievers in the regular grade one classes, in their schools. Providing early intervention to the lowest achieving children allows them to participate in literacy learning with their peers. This avoids labeling them "exceptional" before they have been given a fair chance to experience success in learning to read and write.

Reading Recovery Teachers teach the child according to Reading Recovery procedures. The teacher must move the child along at an accelerated rate in order for the child to achieve as well as the average student in the class. Lessons are designed to help the student develop strategies necessary for success in reading and writing. During each lesson the Reading Recovery student, with teacher support and guidance,

- 1) reads familiar books
- 2) rereads yesterday's new book
- 3) does a few minutes of work with letters, singly or in making and breaking of words
- 4) composes and writes a story
- 5) reassembles that story as a puzzle from its parts
- 6) is introduced to a new reading book
- 7) reads that book for a first time

What occurs in each slot of the lesson increases in difficulty in response to the child's learning, until the child is able to read and write as well as most of the children in the learner's classroom.

The successful Reading Recovery child is one who will continue to progress within the regular classroom literacy program. Initial and ongoing consultations with the classroom teacher are necessary in considering the following questions:

- ◆ To what extent is the child able to work within the average range of the class?
- ◆ How much is the child continuing to learn from his/her own efforts?
- ◆ Does the child read increasingly difficult materials at an instructional level?
- ◆ Does the child have a system of strategies that allow him/her to learn from attempts to read and write?
- ◆ Can the child write connected sentences for his/her story requiring only minimal teacher input?

The next step is for the Reading Recovery teacher to call in a neutral tester, a teacher trained in administering the Observation Survey (Clay, 1993). The results of this survey confirm the Reading Recovery teacher's recommendations for the student. The Reading Recovery teacher continues to monitor the child as needed.

A small percentage of children in the program make significant progress but not at a rate that will place them within the average band of peer achievement. These children are referred to the school support team to determine the most appropriate program that will build upon and extend what they have learned in Reading Recovery.

LEVEL OF INTERVENTION

Students in the Reading Recovery program receive intensive, daily instruction based on their individual needs from a highly trained Reading Recovery teacher in the school. Each one-to-one lesson lasts thirty minutes for a period of twelve to twenty weeks based on the needs of the individual child.

EFFECTIVENESS

Longitudinal research into Reading Recovery in New Zealand, Australia, the United Kingdom and the United States has indicated that 75% or over of Reading Recovery students will reach the goal of independent readers and require no further compensatory education in reading in their later academic careers. The results of ongoing research by the Scarborough Board of Education over the last few years have been consistent with these findings.

START UP COSTS (RESOURCES)

Each new site would require \$2,000.00 to purchase leveled reading materials, magnetic letters, storage bins, etc.

MAINTENANCE COSTS (RESOURCES)

Once a site has been equipped, an annual amount of \$250.00 per site should be adequate to purchase consumables and replenish reading materials as they become worn.

PERSONNEL COSTS

To maintain the current program...

Reading Recovery is currently in four county schools with a .5 teacher at each site delivering the program. Each site was provided with a .25 teacher for Reading Recovery and obtained the other .25 teacher through internal staff reallocation. To continue this model, the system would need to provide one teacher's salary.

In addition, the four current Reading Recovery teachers would be required to attend on-going in-service. The cost of this in-service would be \$16,000.00 annually and shared with the District School Board of Niagara on a pro-rated basis. In all likelihood our cost would be approximately \$8,000.00 for 1998-1999.

To expand the program...

Several options could be considered:

1. Hire additional teachers. For each teacher hired, two additional sites could be opened. This would be the most costly option.
2. Another possibility would be to include additional teachers as part of the average Grade One class size calculations; this would result in slightly larger primary classes across the system. The federations have not been consulted on this issue and may view it as a violation of the Collective Agreement. This would allow Reading Recovery staff to be assigned to schools with the greatest need.
3. Hire additional Resource Teachers and offer participating schools a .25 staff member as an incentive. It would then become necessary for those schools to demonstrate their commitment by creating the other .25 position through internal staff reallocation.
4. A school, wishing the program, could reallocate a staff member internally to dedicate .5 to Reading Recovery. This option was offered to County schools two years ago without success. e.g. A larger school could have three small grade one classes for core programming in the morning. In the afternoon, one teacher could assume Reading Recovery responsibilities, while his/her students were divided between the remaining grade one teachers. This approach has been used in the former Lincoln County at some sites.
5. Similarly a school, with both a Learning Centre and a Resource teacher, could allocate .5 from these two positions and commit to Reading Recovery. This could be justified as a way of reducing the future support required from these two individuals.

In addition to salary costs, there is an additional fee for training new teachers. The annual training cost is currently \$32,000.00 shared on a pro-rated basis with the District School Board of Niagara (e.g. if Niagara District trains 3 teaches and Hamilton-Wentworth trains 5 teachers, our costs will be \$20,000.00).

SPACE REQUIREMENTS

The teacher will require a permanent space, relatively free from distractions, to set up materials and conduct lessons.

TRAINING REQUIRED

The Reading Recovery trainee:

- should preferably have a minimum of 3 years recent, successful primary classroom teaching experience;
- should have experience teaching grade one age children or special education experience with early readers;
- should have knowledge and expertise in early literacy learning;
- should demonstrate a willingness to learn, acquire and apply new knowledge and skills;
- should be highly organized and capable of keeping detailed records;
- must be willing to be accountable for the program and teach for peers and the Reading Recovery teacher leader;
- must commit to full participation in the year long training program:
 - 2 full day sessions in late August
 - every two weeks, from September to June, attend a three hour in-service session from 4:30 p.m. to 7:30 p.m. at the training site in Grimsby;
 - teach the Reading Recovery program **daily** during the training year, on a half-time basis;
 - attend an annual conference in Toronto
- should be willing to share their expertise with other staff members;
- should commit to this project for a minimum of 3 years if it continues.

Teachers who already have Reading Recovery training are required to attend 6-8 continuing contact sessions annually for as long as they continue to teach Reading Recovery. These are all after school sessions of three hours duration.

ADDITIONAL CONSIDERATIONS

County Involvement -

In the spring of 1995, Wentworth County entered into a three year agreement with the Lincoln Public Board, the Lincoln Separate Board and the Ministry of Education and Training. The intent of this partnership was to train a teacher-leader from one of these three boards during 1995-1996. In each of the two following school years, Wentworth committed to opening four Reading Recovery sites and training four teachers in Reading Recovery procedures.

We are now in the final year of the three year partnership. Margaret Verver, a staff member from the Lincoln Public Board, was trained as the teacher-leader during the 1995-1996 school year. Last year the Literacy Co-ordinator was trained as a Reading Recovery teacher. Currently four county teachers are in training and delivering the program at the following sites:

Janet Lee School (Stoney Creek)
 Tapleystown School (Stoney Creek)
 Central Park School (Dundas)
 Mary Hopkins School (Waterdown)

- ** The District School Board of Niagara has not yet decided if it will continue to offer the Reading Recovery program. If it decides not to continue, we would have to locate another source for teacher training and continuing contact. **In this scenario, the costs previously identified for training and continuing contact would no longer be accurate.**

Where can I get more information?

- Clay, M.M. 1989. Observing Young Readers: Selected papers. Portsmouth, N.H.: Heinemann
- 1991. Becoming Literate: The Construction of Inner Control. Portsmouth, N.H.: Heinemann.
- 1993a. An Observation Survey of Early Literacy Achievement. Portsmouth, N.H.: Heinemann.
- 1993b. Reading Recovery: A Guidebook for Teachers in Training. Portsmouth, N.H.: Heinemann.
- 1996. "Accommodating Diversity in Early Literacy Learning". In David R. Olson and Nancy Torrance (Eds.) The Handbook of Education and Human Development. Cambridge, Massachusetts: Blackwell.
- Department of Education Wellington, N.Z. 1985. Reading in Junior Classes.
- Fountas, I. and Pinnell, G.S. 1996. Guided Reading, Good First Teaching for All Children. Portsmouth, N.H.: Heinemann
- Smith, Elley. 1994. Learning to Read in New Zealand. Katonah, New York.: Richard C. Owen Publishers, Inc.

HAMILTON WENTWORTH DISTRICT SCHOOL BOARD

READING RECOVERY

	Maintain Current Program			Expand Program		Total- 8 Sites (Year of Expansion)	Total- 8 Sites (After Expansion)
	F.T.E.	1 Site	F.T.E.	4 Sites	F.T.E.	1 New Site	4 New Sites
SALARIES:							
Teacher Salary & Benefits-existing	0.50	28,000	2.00	112,000			224,000
Teacher Salary & Benefits-start-up		0		0	0.50	28,000	112,000
		<u>28,000</u>		<u>112,000</u>		<u>28,000</u>	<u>224,000</u>
OTHER EXPENDITURES:							
Instructional Supplies		250		1,000			2,000
Staff Development-existing		2,000		8,000			16,000
Instructional Supplies-start-up						2,000	8,000
Staff Development-start-up		<u>2,250</u>		<u>9,000</u>		<u>2,000</u>	<u>8,000</u>
		<u>30,250</u>		<u>121,000</u>		<u>32,000</u>	<u>249,000</u>
						<u>128,000</u>	<u>242,000</u>

NOTES:

Program currently in 4 County schools

Teachers salary at the M.E.T. approved amount of \$50,000 plus 12% benefits.

Pro-rata share of additional training for new teachers is \$32,000/8 teachers = \$4,000 per 1.0 full time equivalent (F.T.E.) teacher

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WRITING TO READ

115-19

Writing to Read 2000, developed by Dr. John Henry Martin, was designed for kindergarten and first-grade children to develop and improve their writing and reading skills through their own natural language. Children use phonemes of speech to write their own words, sentences, and stories. They apply the sound and letter relationship, called the alphabetic principle, to expand their written and oral communication.

As they listen to and use sounds, they write words and sentences that reflect their growing knowledge of language. The program environment incorporates a multi-sensory approach to learning writing and reading through six learning centres.

Although Writing to Read 2000 was designed for kindergarten and first-grade students, it is used effectively with younger and older children who are at the pre-reading level.

(Introducing Writing to Read 2000 – Program Guide)

Writing to Read is a computer-based instructional system, designed by I.B.M. to develop the writing and reading skills of kindergarten and grade one students. The program works in the context of a Writing to Read lab. Each class visits the room (or lab) daily (grade one) or 2-3 times a week (kindergarten). In the lab, children learn the alphabetic principle through interactive computer programs, and engage in a variety of writing, listen and "make words" activities.

The approach to writing used in the lab is consistent with the writing process used in all primary classrooms.

Writing to Read Programs are in 11 of our compensatory education schools.

Centennial
Dr. Davey
Parkdale
King George

Lake Avenue
Lloyd George
Gibson
Sanford Avenue

Robert Land
Hess Street
Roxborough Park

Eleven compensatory schools – listed previously have the program in their schools. The Writing to Read program begins in March for Senior Kindergarten students. The grade one students begin participating in the program in September, and use the lab through to June.

SK and grade one teachers use the labs on a shared basis to complement their language programs. Writing to Read labs have been designed to enhance reading and writing skills. However, Writing to Read is not a replacement language program. It has been developed to aid students in their language skill development and provide extra support for children who are potentially at risk in this area of development.

- The program is delivered by the classroom teacher. ***EA's are used by some schools to facilitate this program. However, this is a school-based decision.
- You can tailor Writing to Read 2000 to your teaching style and to the needs of your students.
- There is a yearly budget for the system of \$12,000 – to be used for software and instructional materials, and divided equally amongst 11 schools. Maintenance costs are also covered by this amount.
- Previous qualitative investigations (1987, 1991) indicated a high level of teacher, parent and student satisfaction with the program.
- In an hierarchical multiple regression analysis, the impact of WTR was assessed after the effects of "age", "time spent in writing", "additional helpers in the class", and other relevant sources of variance were removed. Results indicated that Writing to Read improved the writing skills of the compensatory education students to an extent which was 1) statistically significant: $p < 0.1$; 2) of substantial magnitude: accounting for 18% of the variability in student writing scores; 3) clearly of practical importance: after participating in the WTR program, the writing skill of grade one compensatory education students compared favourably to that of students from "average" schools. (December 1991).
- The space required for the set up of the program is one classroom to house the lab with space for the students and teachers to work on activities.
- Ongoing training and review of the program is required to ensure the needs of individual students and the school are being addressed.

HAMILTON WENTWORTH DISTRICT SCHOOL BOARD

WRITING TO READ

	Maintain Current Program		Expand Program		Total- 13 Sites (Year of Expansion)	Total- 13 Sites (After Expansion)
	F.T.E.	1 Site	F.T.E.	1 New Site		
SALARIES:						
E.A. Salary & Benefits-existing	1.00	25,703	11.00	282,736	282,736	565,472
		0		0	51,407	
		<u>25,703</u>		<u>282,736</u>	<u>334,143</u>	<u>565,472</u>
OTHER EXPENDITURES:						
Instructional Supplies		1,100		12,000	12,000	24,000
Staff Development-existing		T.B.D.		T.B.D.		
Instructional Supplies-start-up				1,091	2,182	
Staff Development-start-up				T.B.D.	T.B.D.	
		<u>1,100</u>		<u>12,000</u>	<u>14,182</u>	<u>24,000</u>
		<u>26,803</u>		<u>294,736</u>	<u>348,325</u>	<u>589,472</u>

11b-20

MEMORANDUM

Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education
Debbie Sprentz, Special Assignment Teacher - Health and Physical Education

Date: December 17, 1998

Re: *The IDEA's Programme Pilot 1998-99*

RECOMMENDED ACTION:

Moved by _____ that The Hamilton-Wentworth District School Board approve *The IDEA's Programme* pilot project at the Grade 6 level for the 1998-99 school year as outlined.

BACKGROUND:

The release of the new Ontario Curriculum document for Health and Physical Education, Grades 1-8 offers a unique opportunity to address sexual health education issues in a collaborative way with our community partners. With concern over conflicting messages being delivered in the past, it is apparent that a program delivering a consistent message would be beneficial to students as well as to teachers delivering the current curriculum. Deanna Behnke-Cook (see attached resume) has developed a school and community-based sexual health education program targeting adolescents. She has approached the Board in regards to piloting her *IDEA's Programme* in four schools. *The IDEA's Programme* is a collaborative approach whereby teachers, peer educators and health professionals work together to deliver a consistent message around sexual health related issues at the same time addressing the students' varied and unique needs. The emphasis of the program is on empowering youth with the ability to make informed responsible age-appropriate decisions in the area of human relationships with a clear message around a delayed approach to sexual activity.

The program addresses Ontario Curriculum expectations in all areas of the Healthy Living strand in Health and Physical Education as well as other areas of the Ontario Curriculum such as Language and the Arts (see attached).

After the opportunity to participate was offered to approximately a dozen schools, four schools expressed their commitment to implement this pilot program - they are Bellmoore, Chedoke, Green Acres, and R.A. Riddell representing a mix of geographic areas and school organizations (eg. K-8, middle schools). These four schools will be responsible for implementing Part 1: Classroom Sessions and Part 2: Peer Mentoring Sessions for Grade 6 in the 1998-99 school year, with an optional Part 3 component involving Community Based Programming that may or may not be implemented. Year 2 and Year 3 will require additional recruitment of interested schools for the Grade 6 implementation as well as continued support for 1998-99 pilot schools with their Grade 7 and 8 classes.

The attached chart outlines the roles and responsibilities of the partners in this initiative for all steps planned for the 1998-99 school year.

The Board will provide services in-kind through the Special Assignment Health and Physical Education Teacher portfolio to assist with program development (such as assessment strategies and rubrics) and implementation (such as printing costs and providing release time for classroom teachers who will be in-serviced on *The IDEA's Programme*). These costs have been included in the staffing and funding for implementation of the Ontario Curriculum Health and Physical Education document.

After completion of Year 1 of the pilot, a report will be presented to the Board detailing the results of the initial year and outlining recommendations and plans for continued support in Year 2 and Year 3 of the pilot. Of key consideration will be the need to clearly outline the long-term benefits (both program and financial) for the Board of continued participation in the development and implementation of this program

12-1

THE ONTARIO CURRICULUM and *The IDEAs Programme*

The IDEAs Programme provides an integrated, rather than grid approach to programme delivery. As such, its cross-curricular design addresses numerous expectations put forward in the new (1998) Ministry of Education curriculum documents. All expectations listed here relate to programming for students in Grade 6.

HEALTH AND PHYSICAL EDUCATION

Healthy Living

Overall Expectations:

By the end of Grade 6, students will:

- ▶ identify the major parts of the reproductive system and their functions and relate them to puberty

Specific Expectations:

Growth and Development

- ▶ relate the changes at puberty to the reproductive organs and their functions
- ▶ apply a problem-solving/decision-making process to address issues related to friends, peers and family relationships

Personal Safety and Injury Prevention

- ▶ identify the responsibilities associated with caring for themselves and others
- ▶ describe and respond appropriately to potentially violent situations relevant to themselves

Substance Use and Abuse

- ▶ determine influences on the use and abuse of tobacco and other drugs and consider them as a part of a decision-making process to make healthy choices
- ▶ identify people and community agencies that support making healthy choices regarding substance use and abuse

LANGUAGE

Writing

Overall Expectations:

By the end of Grade 6, students will:

- ▶ communicate ideas and information for a variety of purposes (to inform, persuade, explain) and to specific audiences
- ▶ use writing for various purposes and in a range of contexts, including school work
- ▶ organize information to convey a central idea, using well-linked paragraphs
- ▶ revise and edit their work in collaboration with others, seeking and evaluating feedback, and focusing on content, organization, and appropriateness of vocabulary for audience

Reading

Overall Expectations:

By the end of Grade 6, students will:

- read aloud, showing understanding of the material and awareness of the audience
- read independently, selecting appropriate reading strategies

Specific Expectations:

Reasoning and Critical Thinking

- summarize and explain the main ideas in information materials and cite details that support the main ideas
- make judgements and draw conclusions about ideas in written materials on the basis of evidence
- select appropriate reading strategies

Oral and Visual Communication

Overall Expectations:

By the end of Grade 6, students will:

- make reports, describe and explain a course of action, and follow detailed instructions
- ask and answer questions to obtain and clarify information
- communicate a main idea about a topic and describe a sequence of events
- express and respond to range of ideas and opinions concisely, clearly and appropriately
- contribute and work constructively in groups
- demonstrate the ability to concentrate by identifying main points and staying on topic

Specific Expectations:

Non-Verbal Communication Skills

- use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions or presentations

Group Skills

- use constructive strategies in small-group discussions
- follow-up on others' ideas and recognize the validity of different points of view in group discussions or problem-solving activities

Media Communication Skills

- identify questionable strategies presenters use to influence an audience

THE ARTS

Drama and Dance

Overall Expectations:

By the end of Grade 6, students will:

- evaluate, orally and in writing, their own and others' work in drama and dance (eg. performances)
- create dance pieces, using a variety of techniques
- solve problems presented through drama and dance in different ways, and evaluate the effectiveness of each solution

Critical Thinking

- evaluate drama and dance performances, with references to their own experiences in daily life
- provide evidence for their interpretations of personal experiences and events of social significance, which they present through drama and dance, using a variety of research sources

DRAFT

The IDEAs Programme

Informed Decisions Empowering Adolescents

This Grade 6 component of The IDEAs Programme is teacher-delivered to students in-class during their regular health education programme time. It reflects both the Overall and Specific Expectations put forward by The Ontario Curriculum (1998).

For your review, The Ontario Curriculum states;

By the end of Grade 6, students will...

Overall Expectations

- Identify the major parts of the reproductive systems and their functions and relate them to puberty

Specific Expectations (Growth and Development)

- Relate the changes at puberty to the reproductive organs and their functions
- Apply problem-solving/decision-making process to address issues related to friends, peers, and family relationships

NOTE: This curriculum is based on the integrated, rather than grid, approach to programme delivery. IDEAs is multi-sided, and will foster understanding by providing students with the opportunity for connective, practical, and life-relevant application.

GUIDELINES FOR IDEA₂ PROGRAMME APPLICATION

1. Each student should have his or her own "IDEA₂ Journal". These journals are to stay with **you** (perhaps in a "boxed" class set). Please do not permit students to take the journals with them at the end of a session, even in the event they wish to "finish something up". They should be encouraged from the outset to understand that the activities associated with this programme are to be completed during class-time only, and with their group members.
2. As a means of assessment, you will be able to track students' ability to stay on task, follow directions, and to work responsibly and cooperatively by monitoring the entries in their individual journals.
3. You are also provided with a "Master Assessment Sheet" to track students' progress and to evaluate your students' efforts. This assessment sheet will also help to provide valuable insight regarding the effectiveness of various components of the programme.

GENERAL DIRECTIONS FOR IMPLEMENTATION

1. For **each** of the ten sessions, teachers will set up 4 "stations" in the health education classroom.
2. If possible, try to have the students' resources at those stations before they enter the classroom (to cut down on "start-up" time).
3. Split a **large** group of students in half, and assign them membership in "Group A" or "Group B". This is to ensure the size of students' working groups will be small enough to permit individual participation. If you have a mixed-sex group, please do not divide the group into boys' or girls' groups, rather, try to have relatively equal numbers of boy and girls in the same group.
4. Once you have your Groups A and B, sub-divide those groups into smaller working groups of approximately **3 or 4 only** students per group.
5. These small groups will work their way around to each of the 4 stations during each class period, reading the directions for their group's activity/task, and completing each activity/task before moving to the next station. They should spend about 10 minutes at each station, and should ideally make it to all 4 stations in one class period. Ensuring all groups have ample opportunity to complete 4 activities per session will be facilitated by the colour-coding of activity/task assignment sheets; for instance, with a large group of 30 students, you will have approximately 15 students each in Groups A and B. You will subdivide those 2 large groups into a total of 8 smaller

working groups of 3-4 students each (4 groups of "A" students and 4 groups of "B" students). You will assign one group of A students and one group of B students to work at each station. The "A" students will recognize their activities by completing activities on (blue) paper, and Group "B" students will complete the activities on (yellow) paper. After approximately 10 minutes at each station, groups rotate to the next.

6. Try to ensure your students are in "work-friendly" groups. Individuals' participation, and cooperation with others will be important for them to get the most out of the programme; they should be encouraged to share information, be open to the suggestions put forward by others, and (hopefully) find the sessions a fun and unique opportunity to "think" and "be heard".
7. You might consider permitting them to "name" their groups for the purposes of "image" identification (to be addressed in the programme), and for scheduling classroom presentations.
8. Try to allow students to have equal opportunity to present their work/findings/project/assignment to the class whenever possible.
9. **Your role should primarily be to keep students focused and on-task.** The students should be encouraged to understand that these activities are designed to not only "teach health", but to foster their problem-solving skills, and their ability to communicate and collaborate with family, friends and others. The key to success in this component of the programme is for students to recognize that there are often a variety of options available to them, and MORE than ONE "right" solution. Their tasks will include how to think for themselves, be innovative, and come up with their "best choice or option".

PROGRAMME OVERVIEW; SESSIONS 1-10

Session #1

Who am I?

Explores students' perception of self; issues around self awareness, image promotion, and self concept highlighted, in addition to beginning exploration around self esteem.

Specific Expectations: students will be encouraged to examine their likes and dislikes, friendship networks, and perceptions of self and others.

Supplies/Resources Required:

Proposed activities will include

1. **Personal collage design;** artistic representation of individual students using adolescent popular culture magazines (to be displayed in the classroom/health bulletin board)
2. **Make-a-Game;** each student will make up their own "game card" describing who they are, without giving physical clues
EG. "My favourite activity is playing basketball with my friends, I hate math class, and I have two geeky brothers and one cool sister. My best friend and I went to the cottage together this summer for 3 days.... Who am I?" (later in the programme, the class as a whole will play the guessing game "Who Am I?"
3. **"What I like about me, and you";** each student in the small group writes a list of 5 things they really like about themselves in their journal. They also list 3 things about themselves they would like to change if they could. These lists are kept confidential. Without sharing/discussing these listed items, students then work collaboratively with their small group members, and list on chart paper, 3 things they like about each member in their group (no names). The chart paper is turned in to their teacher at the end of the period, and kept for posting/discussion next class.
4. **"Who Do You Think You Are?";** in their small working groups, students brainstorm to collaboratively write a small 3 minute skit to be acted out another day. The topic of the skit will highlight an incident (real or contrived) wherein a teenager was being scolded/disciplined by someone in a position of authority. The opening line of the skit must be "who do you think you are.....?"

Session #2

I don't care what you think!

Further explores students' self-perception; issues addressed in this session include the transescent's increasing need for independence, and relatedly, their connections to family and peer group.

Session #3

"Keeping the conversation going"

While youth may recognize their increasing need to make their own choices and decisions about things (particularly through adolescence), they also "know" they still want and need to be accepted and supported by family members/caregivers.

The activities included for this session have students collaboratively contemplating ways of communicating with family members, particularly when faced with challenging issues.

Session #4

"What's really happening with me?"

Students may already have a significant amount of information about human growth & development, and the physiological and emotional changes associated with puberty. Prior to the provision of "scientific" information however, students will spend this session time thinking about what they think this development phase called "puberty" is all about. Activities include what their expectations are of this growth phase in their lives (both physical and emotional), what they may have concerns about, and what they perceive adulthood will bring.

(will include private journal entries about fears/concerns)

Session #5

"My Life"

Students' reflections from last day will inform their activities today around the "scientific" information about growth, development and puberty. Activities will have students individually keeping "running lists" entitled "What I Knew" and "What I Didn't" (must be completed at all four stations), will have them reading an information packets about human growth and development (from infancy to "senior-hood", and submitting completed assignment to their teacher for assessment around the accuracy of their knowledge. Students will also collaboratively create an age-appropriate poster board for **younger peers** called "What you need to know...!"

Session #6

“Who I am going to be”

Students' knowledge base around human growth and development will have been enhanced by their efforts over the past number of sessions. Their expectations around who they see themselves as becoming is intimately linked to who they perceive themselves to be today, and what they expect will happen for them over the next number of years. Today's activities will have them begin to “bring together” the pieces in order for them to see and understand they have ownership of this process. Activities will highlight issues related to students' taking responsibility for seeing things “get done right” (i.e. homework, care of family members and self), as well as what they anticipate they must do in order to “get things to happen” (i.e. friendships, education, career dreams/aspirations).

Session #7

“What if it doesn't really work that way...?”

While students may have some idea of how their futures might unfold, they can be certain that issues and difficulties **will arise**. Those challenges however, need **not** signal the end of goals, hopes or dreams. If students learn how to deal with disappointment, conflict and frustration, they will also be more prepared to work through challenging problems, and create an improved circumstance. Activities in today's session will focus students' efforts on problem-solving identification, skills, and TEAMWORK to resolve conflict. (role plays)

Session #8

“Stepping stones, not roadblocks!”

Last day, students focused on working collaboratively with others in their small groups to solve problems. Today's activities will have them re-direct their thinking to the concept of “helping myself”, and taking individual responsibility for themselves and their own actions. Students will work on outlining problems that are linked to interpersonal relationships (for example, peer & familial expectations) and come up with solutions that best serve the needs of “me” without causing harm to others (EG. career choice for me my mother doesn't agree)

If the School Council approves, the school will relay its commitment to the Health and Physical Education Special Assignment Teacher.			
The Board will be made aware of the project and their approval sought. The report prepared by the Health and Physical Education Special Assignment Teacher will outline the intent and content of the IDEAs programme and the expectations for a three-year pilot in the participating schools.	The Coordinator will provide program materials and assessment instruments for the report to the Board and/or a Board presentation.	Regional Public Health Department Representatives are willing to participate in the presentation to the Board.	
If the Board approves the pilot, implementation begins.			
The staff involved in teaching Part 1 of the programme will participate in in-service before the programme starts.	The Coordinator will provide an in-service session(s) to the staff involved to prepare them to offer Part 1 of programme	The PHN will participate in pre-program orientation with staff in each of the pilot schools..	
The school administrator will contact the local high school to assist in finding peer mentors for Part 2 of the programme	The IDEAs Coordinator will work with high schools (administration, guidance offices, etc.) to find students willing to serve as peer mentors for Part 2 of the programme.		
The high schools will offer an information meeting for parents of students interested in peer mentoring.	The IDEAs Coordinator will offer information sessions at each high school for parents/guardians to acquaint them with the program and the expectations/demands of the program for their students. Parental permission to participate is required.	The PHN will participate in information meetings with parents as requested.	
Before the programme starts at the elementary school, the school will offer an information session for all parents of children who would be participating in the programme. Parents will sign permission forms allowing their child to participate in the program.	The Coordinator will make presentations at information evenings as requested. Program materials will be available for review. If parents request further information, the Coordinator will make herself available by telephone.	PHNs will participate in the parent information sessions, provide materials/explanation re: the role of the PHN, and answer questions from parents in person or by phone.	
The IDEAs Coordinator and the teacher will administer the pre-tests to the students whose parents have agreed to their participation.	The IDEAs Coordinator will prepare and administer the pre-tests.		

<p>The teacher will implement the 10 classroom sessions (with the flexibility to include the PHN in the last one or two lessons if the school wishes).</p>	<p>The Coordinator will be available to discuss program modifications with the teachers. A regular day during the week will be established for feedback/assistance.</p>	<p>The PHN will assist in the 10 teacher delivered sessions as negotiated with the teacher and the school, for example, planning meetings to individualize the program to the unique needs/structure of the school. Generally the in-classroom participation of the PHN will be in the last one or two sessions of the 10 teacher-led sessions for a question-answer opportunity/synthesis of information.</p>
<p>The Health and Physical Education Special Assignment Teacher in cooperation with the secondary schools involved will organize training sessions for the peer mentors during the February to April 1999 period. It is anticipated that two half-day sessions will be required before the high school students can implement the peer mentoring sessions in the Grade 6 classrooms.</p>	<p>The Coordinator will provide the training for the peer mentors.</p>	<p>The PHN in pilot schools can offer support for the peer mentor training sessions as required.</p>
<p>Following the end of the elementary teacher/classroom sessions, the school will schedule the peer mentor discussion sessions as requested. A classroom teacher will supervise these sessions at all times.</p>	<p>The Coordinator will assist the peer mentors in implementing the sessions with the elementary students. Bi-weekly coordination and/or feedback sessions will be arranged as necessary to support the peer mentors.</p>	
		<p>The PHN will collaborate with staff, students, parents and the IDEAs Coordinator to implement the community based component, based upon needs identified by parents and students. Activities could include workshops for youth and/or parents, peer support group series, community forums and intervention which involve other topics and age groups. Partners from neighbouring schools, community groups and/or other agencies may be invited to participate in this component with the agreement of all concerned.</p>

Following the completion of the peer mentoring sessions, the teacher and the IDEAs Coordinator will administer a post-test to the elementary students.	The Coordinator will develop and deliver the post-test.	
School personnel will participate in focus groups to discuss the impact of the program. Parental permission will be required for volunteer students to participate in student focus groups which will be set up in two schools only.	The Coordinator will tabulate and interpret the results of the post-test.	
A report will be presented to the Board detailing the results of the Year 1 pilot and outlining recommendations and plans for the coming year. Board staff will be involved in the development of this report.	The Coordinator will operate some focus groups as another evaluation of the program. The information gathered from the focus groups will be shared as part of the final Year 1 report.	The Public Health Manager and the PHNs in pilot schools will assist in the interpretation of results and development of recommendations. Network members will provide feedback.
If the project continues to receive Board support, an additional group of schools will be recruited for Grade 6 implementation while the 1998-99 schools proceed with Grade 6 and 7 implementation as Year 2 of the pilot.	The Coordinator will prepare a report detailing the experience of the Year 1 pilot based upon the information gathered from pre- and post-testing and the focus groups.	Regional Public Health Department staff will present the report with recommendations for Year 2 to the Hamilton-Wentworth Sexual Health Services Network and the Community Services and Public Health Committee/Council.

The IDEAs Programme

Informed Decision Empowering Adolescents

PROGRAMME EVALUATION PROPOSAL

HYPOTHESIS

The evaluation will test the following hypotheses:

1. Students receiving *The IDEAs Programme* will show a significantly greater increase in self-rated social competence.
(Using assessment tool 1B)

Additionally, qualitative data collection (focus groups) will examine students' sexuality awareness, and their change in attitude towards risky behaviour. As such, two further hypotheses to be tested are

- students receiving *The IDEAs Programme* will show a greater increase in sexuality awareness than students in the control group,
- students receiving *The IDEAs Programme* will show a greater change in attitude toward risky behaviour than students in the control group.

DESIGN

Since it is not practical to undertake a randomized control trial on the effectiveness of *The IDEAs Programme*, a quasi-experimental design will be used. Students in classes receiving *The IDEAs Programme* will be compared to students in comparison classes who did not receive this particular programme. Eight classes of grade six students will participate in this study. Differences between the two groups of students will be evaluated on two measures:

1. A 34-item questionnaire measuring the adolescent's self-rated social competence. Changes in students' self-image around their social skill development will be rated before and after the programme has been delivered

2. It is important to examine the actual activities of teachers in both *The IDEA₁ Programme* and comparison classes to see what styles of teaching are utilized. This evaluation will also indicate the fidelity by which the teachers implemented *The IDEA₁ Programme*. All teachers participating in this evaluation will be asked to *self-monitor* which particular classroom activities have been used to promote peer relationships, problem-solving, conflict resolution, and sexuality awareness. In addition, a rater "blind" to the experimental conditions will observe one lesson being administered in each class midway through the programme. The coder will score what activities occurred in the lesson (this could potentially be the school principal).

QUESTIONNAIRE

The questionnaire given to students will consist of 34 items from the *Gresham and Elliott Social Skills Rating System*. The questionnaire consists of a statement to which the adolescent indicates "how often" *they do*, or *not do* what the statement puts forward. This test has also been standardized, has known validity and reliability, and has been widely utilized, including by the Tri-Ministry Project (1993-1998); Research for the Institute for Children at Risk across 10 school boards and in over 50 schools.

QUALITATIVE DATA

In order to round out the evaluation and provide further qualitative data, focus group sessions will be held after the programme has been delivered with individuals volunteering from the following separate groups: students, parents, teachers, and administrators. Discussion will be focused upon participants' perception of what students have learned about growth and development, their attitudes towards risky behaviours (including smoking/alcohol use), how much the students enjoyed/found the programme to be helpful/not helpful, what benefit was perceived, and what concerns, if any, parents, teachers and/or administrators had with the programme, and in what ways the programme might be improved. Confidentiality will be assured; no names or schools will be identified in the assessment report.

QUESTIONNAIRE

Print the last two letters of your last name _____

Print the last two letters of your first name _____

Circle the month you were born:

Jan Feb Mar Apr May June July Aug Sept Oct Nov Dec

Today's date _____

This paper lists a lot of things that students your age may do. Please read each sentence and think about yourself. Then decide how often you do the behaviour described.

If you **never** do this behaviour, circle the 0.

If you **sometimes** do this behaviour, circle the 1.

If you **very often** do this behaviour, circle the 2.

Be sure to ask questions if you do not know what to do. There are no right or wrong answers, just your feelings of how often you do these things.

1. I make friends easily.
0 1 2
2. I smile, wave, or nod at others.
0 1 2
3. I ask before using other people's things.
0 1 2
4. I ignore classmates who are clowning around in class.
0 1 2
5. I feel sorry for others when bad things happen to them.
0 1 2
6. I tell others when I am upset with them.
0 1 2
7. I disagree with adults without fighting or arguing.
0 1 2
8. I keep my desk neat and clean.
0 1 2
9. I am active in school activities such as sports or clubs.
0 1 2
10. I do my homework on time.
0 1 2
11. I tell new people my name without being asked to tell it.
0 1 2
12. I control my temper when people are angry with me.
0 1 2
13. I politely question rules that may be unfair.
0 1 2
14. I let friends know I like them by telling them or showing them.
0 1 2
15. I listen to adults when they are talking to me.
0 1 2

16. I show that I like compliments or praise from my friends.
0 1 2
17. I listen to my friends when they talk about problems they are having.
0 1 2
18. I avoid doing things with others that may get me in trouble with adults.
0 1 2
19. I end fights with my parents calmly.
0 1 2
20. I say nice things to others when they have done something well.
0 1 2
21. I listen to the teacher when a lesson is being taught.
0 1 2
22. I finish classroom work on time.
0 1 2
23. I start talks with class members.
0 1 2
24. I tell adults when they have done something for me that I like.
0 1 2
25. I follow the teacher's directions.
0 1 2
26. I try to understand how my friends feel when they are angry, upset, or sad.
0 1 2
27. I ask friends for help with my problems.
0 1 2
28. I ignore other children when they tease me or call me names.
0 1 2
29. I accept people who are different.
0 1 2
30. I use my free time in a good way.
0 1 2
31. I ask classmates to join in an activity or game.
0 1 2
32. I use a nice tone of voice when other children try to hit me or push me around.
0 1 2
33. I ask adults for help when other children try to hit me or push me around.
0 1 2
34. I talk things over with classmates when there is a problem or an argument.
0 1 2

DEANNA BEHNKE-COOK PH.D. (ABD)

RELEVANT EXPERIENCE

JUNE 1997-PRESENT

PROGRAMME CO-ORDINATOR

The IDEAs Programme

DESIGNED AND DEVELOPED SEXUALITY EDUCATION PROGRAMME FOR MIDDLE SCHOOL HEALTH EDUCATION CLASSROOMS. ASSEMBLED ADVISORY BOARD, SECURED COMMITMENTS FOR IMPLEMENTATION AND FUNDING (BOTH PUBLIC AND PRIVATE) AND AM CURRENTLY IMPLEMENTING PILOT PROJECT IN THE REGION OF HAMILTON-WENTWORTH.

The IDEAs Programme:

INCEPTION AND DEVELOPMENT MY GRADUATE LEVEL EDUCATION AND RESEARCH, PAID RESEARCH POSITIONS, AND TEACHING EXPERIENCES WITHIN BOTH THE PUBLIC SCHOOL SYSTEM AND AT THE UNIVERSITY LEVEL ENCOURAGED THE DEVELOPMENT OF PROGRAMMING TO MEET THE NEEDS OF YOUTH WITHIN THE COMMUNITY. THE UNIQUE 3-MODULE COLLABORATIVE DESIGN AND DELIVERY PROMISES A SUCCESSFUL EDUCATIONAL EXPERIENCE FOR YOUTH.

SEPTEMBER 1998- PRESENT

UNIVERSITY INSTRUCTOR

MCMASTER UNIVERSITY
SOCIOLOGY OF EDUCATION 2P06
DEPARTMENT OF SOCIOLOGY.

DUTIES AND RESPONSIBILITIES
INCLUDE DESIGN AND PREPARATION OF
CURRICULUM, TEXTBOOK SELECTION,
LECTURE PREPARATION AND DELIVERY,
SETTING/GRADING EXAMINATIONS AND
TERM PAPER ASSIGNMENTS, AND
SUPERVISION OF GRADUATE-LEVEL
TUTORIAL ASSISTANT.

12-19

JANUARY 1991
- DECEMBER 1997

TEACHING ASSISTANT MCMASTER UNIVERSITY

HELD VARIOUS T.A. POSITIONS WITHIN THE DEPARTMENT OF SOCIOLOGY. SUBJECT AREAS INCLUDED SOCIOLOGY OF EDUCATION, PROFESSOR J. SYNGE, SOCIOLOGY OF HEALTH, INSTRUCTOR J. LOW. INTRODUCTION TO SOCIOLOGY; PROFESSORS RICHARDSON AND SHAFFIR (BOTH DAY AND EVENING SESSIONS), ADDITIONALLY, HELD T.A. POSITION IN THE DEPARTMENT OF KINESIOLOGY, PROFESSOR D. WILSON

DUTIES AND RESPONSIBILITIES
AS A TEACHING ASSISTANT IN THE DEPARTMENTS OF SOCIOLOGY AND KINESIOLOGY, I HAVE BEEN RESPONSIBLE FOR LEADING ASSIGNED TUTORIAL GROUPS THROUGH STUDY SESSIONS, PRE-EXAM PREPARATIONS, IN-TUTORIAL GRADING, MARKING IN-CLASS, AND IN-SESSION EXAMS AND TERM PAPERS. I HAVE ALSO ACTED AS A GUEST LECTURER FOR EACH OF THE SESSIONS IN WHICH I HELD A TA POSITION.

SEPTEMBER 1989
- DECEMBER 1997

OCCASIONAL TEACHER HELD NUMEROUS OCCASIONAL TEACHING POSITIONS FOR THE HAMILTON BOARD OF EDUCATION.

DUTIES AND RESPONSIBILITIES
AS AN OCCASIONAL TEACHER, I DELIVERED PROGRAMMING TO STUDENTS FROM GRADES K-8 (REGULAR AND SPECIAL NEEDS CLASSROOMS). I WAS RESPONSIBLE FOR PROGRAMME PLANNING AND ASSESSMENT, AND WORKED WITH ADMINISTRATION/STAFF AROUND SUPPORTING SOCIAL SKILLS TRAINING.

RESEARCH EXPERIENCE

MCMASTER UNIVERSITY
DOCTORAL (AND PREVIOUS GRADUATE)
LEVEL RESEARCH (6+) YEARS FOCUSING
UPON SEXUALITY EDUCATION FOR YOUTH
(TRANSESCENTS AND ADOLESCENTS).
RESEARCH OBJECTIVES INCLUDED
EXAMINING THE NEEDS OF YOUTH, AND
ISSUES OF CONCERN FOR TEACHERS,
ADMINISTRATORS, AND PARENTS.
MULTIPLE QUALITATIVE RESEARCH
METHODS WERE UTILIZED INCLUDING
FOCUS GROUPS, FORMAL/INFORMAL
INTERVIEWING, AND PARTICIPANT
OBSERVATION.

MCMASTER RESEARCH CENTRE
FOR THE PROMOTION OF
WOMEN'S HEALTH
RESEARCH ASSISTANT (1994-1995)
WOMEN WITH DISABILITIES AND
POSITIVE WORK ENVIRNOMENTS
LITERATURE REVIEW, REFERENCE
SEARCH, REVIEW, COLLABORATION
WITH PRINCIPAL INVESTIGATORS, AND
OVERVIEW WRITTEN.

MCMASTER UNIVERSITY
DEPARTMENT OF CLINICAL
EPIDEMIOLOGY & BIostatISTICS AND
THE SCHOOL OF NURSING
RESEARCH ASSISTANT (1991)
THE COPING STUDY
INTRODUCED THE OBJECTIVES OF THE
STUDY TO POTENTIAL INFORMANTS (OUT-
CLINIC PATIENTS), SECURED THEIR
PARTICIPATION, AND ADMINISTERED
AND SCORED QUESTIONNAIRES IN
VARIOUS OUT-PATIENT CLINICS AT
MCMASTER UNIVERSITY MEDICAL
CENTRE.
PROFESSIONALISM AND STRICT
CONFIDENTIALITY WERE KEY.

EDUCATION

1994-1998 (ON GOING)

PH.D. (ABD)
DEPARTMENT OF SOCIOLOGY,
MCMASTER UNIVERSITY, HAMILTON, ON
AREAS OF EXPERTISE:
EDUCATION
HEALTH & HEALTH CARE
OCCUPATIONS & ORGANIZATIONS
THESIS: SEXUALITY EDUCATION FOR
TRANSESCENTS

1992-1993

MASTER OF ARTS DEGREE
DEPARTMENT OF SOCIOLOGY,
MCMASTER UNIVERSITY, HAMILTON, ON
THESIS: AIDS EDUCATION IN MIDDLE
SCHOOL

1989-1991

BACHELOR OF ARTS DEGREE (HONS)
DEPARTMENT OF SOCIOLOGY,
MCMASTER UNIVERSITY, HAMILTON, ON

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: Merv Matier

From: Wayne Joudrie, Superintendent of Education

Date: January 7, 1999

Subject: **SCHOOL LIBRARY INFORMATION CENTRE POLICY**

Recommended Action

Moved by _____, that the School Library Information Centre Policy attached be approved as the policy for The Hamilton-Wentworth District School Board.

Background

This policy was approved by the Joint Advisory Committee at its December 8, 1998 meeting.



SCHOOL LIBRARY INFORMATION CENTRE POLICY

Date Approved: 00/00

Projected Review Date: 00/00

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board that all students have access to the School Library Information Centre resources as part of an integrated curriculum.

RESPONSIBILITY: Superintendent of Education responsible for Library Information Skills

OPERATING PROCEDURES:

- 1.0 The Hamilton-Wentworth District School Board shall ensure the provision of equitable access to:
 - information resources,
 - information technologies,
 - information literacy instruction within an integrated curriculum.

- 2.0 The Superintendent responsible for Information Technology will oversee the review, development and implementation of a system plan for School Library Information Centres.

- 3.0 A School Library Information Centre Advisory Committee shall be formed with the following membership:

1 Superintendent	1 Classroom Teacher
1 Elementary Teacher-Librarian	1 Trustee
1 Secondary Teacher-Librarian	1 Consultant
1 Central Board Library Representative	1 Elementary Student
1 Info Tech Contact (I.T.C.)	1 Secondary Student
1 Kit Services/Media Representative	1 School Council Representative
1 Secondary Principal/Vice-Pr.	1 Home & School Representative
1 Elementary Principal/Vice-Pr.	1 Public Library Board Member
	1 Public Librarian

TERMS OF REFERENCE

School Library Information Centre Advisory Committee members should be selected by their representative groups where such groups exist.

The School Library Information Centre Advisory Committee will meet regularly to provide advice to the Superintendent responsible for Information Technologies on the following:

- the review, development and implementation of a system plan for School Library Information Centres
- curriculum integration, planning and support
- models for delivering services
- assessment strategies to measure student proficiency in information skills
- the integration of best practices and procedures that relate to School Library Information Centres
- the automation of all School Library Information Centres with a standardized automation system
- procedures for Central Cataloguing
- new initiatives in information skills
- liaison with Public Libraries.

Reference: Reg. 298 (14.b) – Operations of Schools - General

MINUTES OF THE EDUCATION COMMITTEE
JANUARY 7, 1999

Those present: Judith Bishop (Chair), Eleanor Johnstone, Joseph Rogers, Bruce Wallace and Ray Mulholland.

Also present: Heather Bullock, Wes Hicks, Lillian Orban and Reg Woodworth.
Elad Gafni, Student Trustee

In attendance: Merv Matier (Director of Education and Secretary), Marguerite Botting (Superintendent of Instructional Services), Ken Bain (Superintendent of Education – County West), Ken Bell (Superintendent of Education – City West), Elizabeth Bond (Superintendent of Education – Secondary East), Nora Campbell (Superintendent of Education – Mountain West), Krys Croxall (Superintendent of Education – County East), Pat Gillie (Superintendent of Education – Mountain East), Don Grant (Superintendent of Business and Treasurer), Wayne Joudrie (Superintendent of Education – City East) and Ken Waters (Superintendent of Education – Secondary West).

Also in attendance:
D. Russon, Manager of Human Resources

The Chair called the meeting to order at 7:00 p.m. and then noted regrets for not attending were received from Trustee J. Dewar.

2. Approval of Minutes of December 3, 1998

It was moved by J. Rogers: That the minutes of December 3, 1998 be approved.
CARRIED.

3. Business Arising from the Minutes - Nil.

4. Approval of Agenda

It was moved by B. Wallace: That the agenda be approved.

The following item was added:

(a) #13(a) Transportation – Requested by Trustee Mulholland

To the motion, as amended, **CARRIED.**

ACTION ITEMS:

5. Personnel Report

D. Russon presented the report.

It was moved by B. Wallace: That the Personnel Report dated January 7, 1999 be adopted and the recommendations contained therein be approved.

SECTION 1 PROFESSIONAL ADMINISTRATIVE SUPPORT STAFF

A. APPOINTMENTS AND TRANSFERS - Nil

URBAN MUNICIPAL

JAN 21

GOVERNMENT DOCUMENTS

B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS

1) Resignations

That the date shown for the following staff to Leave the Employ of the Board be approved:

Cynthia Farruggia, effective Dec. 31, 1998

C. LEAVES OF ABSENCES

1) General Leaves

That the requests of the following staff for a Leave of Absence, effective as shown, be granted:

Adrianne Crocker, effective Feb. 01, 1999 to Oct. 01, 1999

Charlene Durritt, effective Jan. 11, 1999 to Aug. 31, 1999

Shelly Gaudet, effective Feb. 01, 1999 to Aug. 31, 1999

Leslie Grace, effective Feb. 08, 1999 to Aug. 31, 1999

Nancy E. Hill, effective Feb. 15, 1999 to Oct. 31, 1999

Nora Majik, effective Jan. 11, 1999 to Aug. 31, 1999

Susan Pancoe, effective Mar. 01, 1999 to Oct. 29, 1999

Joan Sybersma, effective Feb. 22, 1999 to Aug. 31, 1999

Flora Tzarus, effective Jan. 04, 1999 to Apr. 30, 1999

2) Leave Extensions

That the requests of the following staff for an extension of their Leaves of Absence, effective as shown, be granted:

Darlene DiSalvia, effective Mar. 22, 1999 to Aug. 31, 1999

Susan Hamilton, effective Mar. 22, 1999 to Aug. 31, 1999¹

Margaret Leitch, effective Feb. 16, 1999 to Feb. 15, 2000

Nancy E. Lockhart, effective May. 03, 1999 to Aug. 31, 1999

Ruth-Ellen Smith, effective Jan. 01, 1999 to Aug. 31, 1999

Madeleine Tanglao-Dwyer, effective Jan. 01, 1999 to Aug. 31, 1999

3) Four Over Five

That approval be granted for the request of **Sharon Bray** for a Leave of Absence under the Salary Holdback Plan (Four over Five) under the Elementary Teachers' Collective Agreement from Sep. 01, 2000 to Jan. 31, 2001.

4) Return from Leaves of Absence

That the following staff be returned from Leave of Absence, effective as shown:

Dorothy Drakos, effective Jan. 04, 1999

Lisa A. Reynolds, effective Jan. 01, 1999

D. PROBATIONARY AND PERMANENT CONTRACTS

1) Probationary Staff

That the following be appointed to the Probationary Staff, effective Jan. 01, 1999, with salary according to schedule:

Amy Armstrong

Jane Bedford

Steven Desroches

Jane DeVito
John Farruggia
Nicola Jamani, effective Jan. 01 to Jun. 30 1999 (.500)
John Klavins, (.500)
Daniel Marcellini
Marilyn Marasco
James Milner
Linda Nedelko (.500)
Sherry Sellers
Sharon Teufel
Sonya Trinh
Judi-Lynn Vandendool
Daun Watson, effective Jan. 01, 1999 to Jun. 30, 1999
Milka Zivkovic

2) Permanent Staff

That the following be appointed to the Permanent Staff, effective as shown, with salary according to schedule:

Sharon Bowler, effective Feb. 28, 1999
Anita Mohar, effective Feb. 10, 1999
Pamela Rogers, effective Sep. 01, 1998
Josette Van Rooyen, effective Jan. 01, 1999

E. OTHER MATTERS REQUIRING BOARD ATTENTION - Nil

SECTION VI SECONDARY SCHOOL TEACHERS

A. APPOINTMENTS AND TRANSFERS

1) Appointments

That **Don Harman** be appointed to the position of Assistant Head of Technological Studies, effective Nov. 12, 1998 until Feb. 02, 1999 with salary according to schedule.

B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS

1) Resignations

That the dates shown for the following staff to Leave the Employ of the Board be approved:

Frances Jakopin, effective Feb. 02, 1999
Rahila Razvi, effective Jan.29, 1999
Margaret Thompson, effective Jan. 31, 1999

2) Retirements

(i) That the resignations of the following staff, for the purpose of retirement, effective as shown, be accepted with regret and the Board's gratuity be paid:

James F. Frost, effective Jan. 31, 1999
Lynne C. Samisen, effective Feb. 28, 1999
Bob Krouse, effective Jun. 30, 1999

(ii) That the resignation of the following staff, for the purpose of retirement, effective as shown, be accepted with regret:

Susan E. Shaker, effective Jan. 31, 1999

C. LEAVES OF ABSENCES

1) General Leaves

That the requests of the following staff for a Leave of Absence, effective as shown, be granted:

Janice Nutter, effective Mar. 29, 1999 until Oct. 01, 1999

Neal Shaw, effective Feb. 03, 1999 to Jun. 30, 1999

Gene Sutton, effective Feb. 19, 1999 to Mar. 07, 1999

Filomena Wyatt, effective Jan. 18, 1999 to May 17, 1999

2) Return from Leaves of Absence

That the following staff be returned from Leave of Absence, effective as shown:

Betty Lukey, effective Feb. 02, 1998

D. PROBATIONARY AND PERMANENT CONTRACTS

1) Probationary Staff

That the following be appointed to the Probationary Staff, effective as shown, with salary according to schedule:

Antony Black, effective Jan. 01, 1999 (.500, 3/3 Sem, 1 only)

Luna Ng, effective November 02, 1998 (.500, 3/3 Sem, 1 only)

2) Permanent Staff

That the following be appointed to the Permanent Staff, effective as shown, with salary according to schedule:

Chad Gibbs, effective Feb. 01, 1999

Rhonda Kemeny, effective Feb. 04, 1999

Laureen Morrison, effective Jan. 01, 1999

Owen Redden, effective Feb. 17, 1999

Geraldine Sloan, effective Jan. 01, 1999

E. OTHER MATTERS REQUIRING BOARD ATTENTION

1) Extension of Secondments:

i) That the extension of the secondment of **Wilma Dowling** to the assignment of Administrative Support for Assessment Evaluation and Reporting effective Feb.01, 1999 to Aug. 31, 1999 be approved.

ii) That the extension of the secondment of **Suzanne Dube** to Special Assignment Teacher, Secondary Reform effective Feb. 01, 1999 to Aug. 31, 1999 be approved.

SECTION VII VICE-PRINCIPALS AND PRINCIPALS

A. APPOINTMENTS AND TRANSFERS - Nil

B. RESIGNATIONS, RETIREMENTS AND TERMINATIONS - Nil

C. LEAVES OF ABSENCES - Nil

- D. PROBATIONARY AND PERMANENT CONTRACTS - Nil**
- E. OTHER MATTERS REQUIRING BOARD ATTENTION – Nil**

RESCINDING MOTIONS

SECTION II CLERICAL UNIT

- (a) That the Leave of Absence under Salary Holdback, approved for **Gail Tessier** at a previous meeting be rescinded.

SECTION III CUSTODIAL AND MAINTENANCE

- (a) That the General Leave approved for **Anna Dalla Pasqua** at the November meeting be rescinded.
- (b) That the Leave Of Absence approved for **John Lane** approved at the June meeting be rescinded.

SECTION V ELEMENTARY SCHOOL TEACHERS

- (a) That the appointment of **Julie Crossman** to the Probationary Staff be rescinded.
- (b) That the Leave of Absence under Salary Holdback approved for **Sharon Bray** at a previous meeting be rescinded.

SECTION VI SECONDARY SCHOOL TEACHERS

- (a) That the resignation for the purpose of retirement of **Barry Curtis** approved at the November meeting be rescinded.
- (b) That the resignation for the purpose of retirement of **Bob Krouse** approved at a previous meeting be rescinded.

6. Request for Leave

K. Bain reviewed the report.

It was moved by E. Johnstone: That Dave Johnman, Principal of Central Park School, represent The Hamilton-Wentworth District School Board as a member of the Canadian "Trees for Life" delegation visiting Beijing, China from April 26 to April 30, 1999.

It was clarified for one trustee that the Canadian "Trees for Life" organization will cover the trip expenses of the delegation within the context of their negotiations for this program.

To the motion, **CARRIED**.

7. Staffing Report – Full Time Equivalent Positions

D. Russon reviewed the report, noting the following changes:

- (a) An increase of 12.0 in the Teacher Assistants line, retroactive to October 1998.
- (b) Correction was made due to double counting for some Caretaking positions under the School Operations line.

It was moved by B. Wallace: That the December 1998 Staffing Report – Full Time Equivalent Positions be received for information purposes.

In response to questions regarding the status of the budget in terms of the staffing numbers presented, D. Grant provided the following clarifications

- (a) Teachers – Elementary line -- exceeded the actual budget to accommodate the early learning program.
- (b) Teachers – Secondary line -- numbers were actually below what was budgeted for the first semester and a significant increase over the budget estimates will occur in the second semester due to the staffing provisions in the new collective agreements.
- (c) Teacher Assistants line -- the budget was depleted due mainly to the casual budget line for Educational Assistants
- (d) Professionals and Paraprofessionals and School Operations lines -- the 1998-99 staffing plans are scheduled for implementation in January 1999 with changes in staffing numbers to be reflected in the January report

To the motion, **CARRIED**

8. Amendment to Terms of Reference

The Director reviewed the report, noting this to be a “housekeeping” item.

It was moved by E. Johnstone: That the responsibility of the Education Committee to report to the Board on the “*deployment of all staff within the schools*” be deleted and that *deployment of all staff* be the responsibility of the full Board.

One trustee remarked that this would tie in with the language used in collective agreements regarding the Board making all decisions for staffing

To the motion, **CARRIED**

9. Educational Assistant Report

M. Botting reviewed the report, noting that the casual budget line has been significantly exhausted due to educational assistant replacement/coverage as well as assignment to long-term support for students.

Trustees drew attention to concerns expressed by many people regarding this issue which relates to a serious system need

When discussions focused on the possibility of reallocating monies from the School Budget and Learning Opportunities funding, the following clarifications were offered:

- (a) School Budget – there is an amount of money allocated to schools considered as special education funding (supplies such as textbooks and teaching materials); it has been determined that \$300 will be allocated per class from the total allocation to schools of \$150,000. Per the funding rules, special education funding should be spent on special education programs at the discretion of the school board
- (b) In terms of the Ministry’s “enveloping” requirements for grant funding, there are no actual restrictions for utilizing the learning opportunities grant for special education purposes; however, it may have to be determined at what times the Board may “borrow” these funds for use in other areas

One trustee expressed caution around the impact on current negotiations from the suggestions for reallocation of these funds for staffing purposes.

Commending the time and efforts of the School Budget Working Group in meeting its mandate, K. Bain stated that it would be more appropriate at this time to refer the Board's direction to look at reallocating funds to the officials for further action.

It was moved by B. Wallace: That the Report on Educational Assistants be received for information and the following recommendation approved:

- (a) That the officials be requested to explore the possibility of reallocating funds intended for special education supplies and learning opportunities to additional educational assistant staffing.**

CARRIED.

10. Environmental and Outdoor Education

In reviewing the report, P. Gillie requested the members not to take action on Recommendation 4 given that further review and information are anticipated. She then introduced J. Kott, Consultant – Environmental and Outdoor Education, who assisted in responding to the members' questions.

The following clarifications were offered in response to questions:

- (a) All 73 applications to the Summer 1998 Sci-Phy Quest were approved; however, one of these students decided not to join.
- (b) The planning for the Summer 1999 Sci-Phy Quest will be based on the previous model with the focus to support needy children.
- (c) Financial support for the 1999 event will come from the seed startup money of \$3,800, support/resources from various groups, fundraising activities and the minimum \$50 fee paid by each student.
- (d) The questionnaire sent to parents at the end of the camp has to be reviewed, particularly in the area where the Board could be perceived as offering day care support.
- (e) Recommendations 2 and 3 are consistent with the existing policies of the predecessor boards and provide an alternate direction for approval given the recent direction from trustees for certain school trips not be subject to Board approval.

In reply to a question, P. Gillie advised that the target timeline for bringing the School Trip policy to the Board is before the end of the school year. She alluded to the considerable time involved in pulling together all the information, noting the more complex task involved than just taking the two policies of the former boards and merging them. Adding that the risk management guidelines have to be reviewed further, P. Gillie noted the positive progress in the development of the policy model and terminology.

The members agreed to consider the recommendations outlined in the report separately.

Recommendation 1

It was moved by B. Wallace: That the Update on Environmental and Outdoor Education be received.

CARRIED.

Recommendation 2

It was moved by E. Johnstone: That Principals be given authority to approve one day trips not requiring overnight accommodation, and Superintendents, upon the recommendation of the Principal, be given authority to approve overnight trips for a period of up to 5 days.

CARRIED.

Recommendation 3

It was moved by J. Rogers: That overnight trips requiring more than 5 days and overseas trips be brought to the Board for approval

CARRIED.

Recommendation 4

Recalling that P. Gillie earlier requested the Board not to take action on Recommendation 4, one trustee felt that a motion to table or to take no further action was appropriate. At the conclusion of the discussion on this item, the members concurred that no motion was required to this effect. P. Gillie indicated that the School Trip Policy Committee is scheduled to meet each month beginning on January 20th until September 1999. She then requested trustee representation on this committee.

It was moved by B. Wallace: That Eleanor Johnstone or an alternate be the trustee representative to the School Trip Policy Committee.

CARRIED.

The Chair expressed the committee's appreciation for the efforts of staff in the development of this in-depth report.

11. Curriculum Processes Transition Committee

a) Ontario Curriculum Work Group

K. Croxall provided an overview and then introduced the presenters: Margaret Fong (teacher) and Laura Romano (support staff) who spoke on their respective areas of responsibility and then assisted in responding to the members' questions.

Clarifications were offered as follows:

- ⇒ The clearing house concept will be considered in the development and review of curriculum materials.
- ⇒ The implications of the secondary school reform will be considered.
- ⇒ In using the terms "assessment/evaluation" in the report, it was affirmed these words were not considered as synonymous -- there is a specific definition for each word.
- ⇒ It will take until the summer and fall of this year to address the recommendations in this report -- there will be a number of "second generation" new documents to review at that time as well.

It was moved by B. Wallace: That The Hamilton-Wentworth District School Board accept the report of the Curriculum Processes Transition Committee: Ontario Curriculum Work Group and forward it to senior administration for action.

CARRIED.

(b) Reading/Writing Support Programs (Non-Mandated) Work Group

K. Croxall provided a brief overview and then introduced Kelly Charles, teacher, who reviewed the details of the report and then assisted in replying to questions. Nancy Freckleton, parent representative to the work group, was also introduced.

One trustee noted that volunteers are very important resource for this program.

It was moved by E. Johnstone: That The Hamilton-Wentworth District School Board accept the report of the Curriculum Processes Transition Committee: Reading/Writing Support Programs (Non-Mandated) Work Group and forward it to senior administration for action.

CARRIED.

On behalf of the members, the Chair thanked the presenters and all the other members of the Curriculum Processes Transition Committee.

12. IDEA's Programme Pilot 1998-99

K. Croxall reviewed the report and introduced Debbie Sprentz, Special Assignment Teacher – Health and Physical Education, and Deanna Behnke-Cook, IDEA Programme Co-ordinator, who both assisted her in responding to the members' questions.

It was moved by E. Johnstone: That The Hamilton-Wentworth District School Board approve The IDEA's Programme pilot project at the Grade 6 level for the 1998-99 school year.

Replying to one trustee's query, K. Croxall explained the process for the peer mentoring component of the IDEA's programme and the participation of secondary schools. She noted that the organization of specific plans/strategies (e.g. community service, peer helper/peer mediation programs, voluntary participation) will be left to these schools. An interview process will be in place to select the best individuals for this program. Although some peer mentoring programs could earn credits, K. Croxall stated that the schools will ensure that student participation will not interfere with the academic programming.

When one trustee questioned the appropriateness of the words "risky behaviour", D. Behnke-Cook indicated that these are common terms in the "psych" world; these were used in this report to highlight the issue which needs to be addressed in terms of program delivery.

D. Behnke-Cook clarified for one member that the student questionnaire will be used in a variety of ways in the schools across the province, confirming that strict confidentiality will be observed in handling the information provided in this form.

To the motion, **CARRIED.**

13. School Library Information Centre Policy

It was moved by B. Wallace: That the School Library Information Centre Policy be approved as the policy for The Hamilton-Wentworth District School Board.

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board that all students have access to the School Library Information Centre resources as part of an integrated curriculum.
CARRIED.

14. Transportation – Requested by Trustee Mulholland

R. Mulholland drew attention to calls and newspaper articles from concerned parents regarding how the schools are dealing with student transportation during the winter weather conditions and the continuing Hamilton Street Railway (HSR) strike.

D. Grant clarified that the Board is continuing to provide bus service to eligible students in accordance with its transportation guidelines. Although our Board should not be perceived as responsible for the inconvenience caused by the ongoing HSR bus strike, the calls/inquiries are being dealt with administratively.

15. Public Questions for Clarification

Nil.

It was moved by J. Rogers: That the in-camera session of the Education Committee be convened.
CARRIED.

The open session then adjourned at 8:40 p.m.

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**URBAN
MUNICIPAL**

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SPECIAL MEETING OF THE EDUCATION COMMITTEE

JANUARY 14, 1999

7:45 p.m.

A G E N D A

7:45 p.m.

1. Call to Order
2. Approval of Agenda

J. Bishop

ACTION ITEM:

3. Educational Assistant Report

M. Botting

#3

MEMORANDUM

Date: 1998 01 14

To: Education Committee

From: Executive Council

Re: Educational Assistant Support

Moved by _____ that the Special Education Grant managed by the School Budget Working Group be allocated to provide additional educational assistant support.

At the Executive Council meeting on January 8, 1999 there was full approval for the recommended action. It was recognized that the special education funding would continue to be committed to support students in special education programming.

D R A F T
MINUTES OF THE SPECIAL MEETING
OF THE EDUCATION COMMITTEE
JANUARY 21, 1999

Those present: Judith Bishop, (Chair), Janice Dewar, Eleanor Johnstone, Joseph Rogers, Bruce Wallace and Ray Mulholland.

Also present: Reg Woodworth.

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services), K. Bain (Superintendent of Education), K. Bell (Superintendent of Education), E. Bond (Superintendent of Education), N. Campbell (Superintendent of Education), K. Croxall (Superintendent of Education) P. Gillie (Superintendent of Education) and W. Joudrie (Superintendent of Education).

The Chair called the meeting to order at 10:00 p.m.

2. Approval of Agenda

Added item: City of Hamilton Library Board Appointment

It was moved by E. Johnstone: That the agenda be approved as amended.
CARRIED.

3. Educational Assistant Report

It was moved by B. Wallace: That the Special Education Grant managed by the School Budget Working Group be allocated to provide additional educational assistant support.
CARRIED.

4. City of Hamilton Library Board Appointment

It was moved by E. Johnstone: That Joyce Brown represent this Board on the Hamilton Public Library Board.

It was noted that legislation provides for two representatives on the City Library Board; however, only one application was received last March, 1998 and Archie McQueen was subsequently appointed as this Board's representative. On Tuesday, January 12, 1998, Eleanor Johnstone, Lillian Orban and Ray Mulholland interviewed two individuals who had indicated an interest and their recommendation was named in the motion.

To the motion, CARRIED.

Adjournment:

It was moved by J. Rogers: That the meeting be adjourned, this being done at 10:05 p.m.
CARRIED.

DELEGATION

EDUCATION COMMITTEE

1999 02 04

#5

January 7, 1999

OFFICE OF THE

Lynne Ainsworth
96 San Pedro Dr.,
Hamilton, Ont.
L9C 2C6

JAN 13 1999

DIRECTOR OF EDUCATION

Merv Matier
Secretary/Director
Hamilton Board of Education
100 Main St. W.,
Hamilton, Ontario

Dear Mr. Matier,

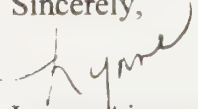
I would like to discuss with trustees the opportunity to change the structure of Hamilton's public schools. In particular, I would like to see the Hamilton Board of Education return to a JK to 8 grade school system.

The current middle school structure is outdated and no longer serves as a preparation for secondary school. Since Ontario educators are now forced to review school populations, it would be timely to also consider whether or not the middle school system remains a viable structure. I would argue that it is not and would welcome an opportunity to present my views, and the views of other parents, to the board.

Briefly, it is my belief that children learn best in the family atmosphere fostered in K to 8 schools. Grouping large number of tweens together as they enter puberty makes little sense to this parent. It also makes no sense to have children as young as 10 walk long distances to a middle school far from their neighbourhoods. Arranging for a child to get to and from school becomes a logistical nightmare when you have children in a family attending two different schools in two different directions.

I would propose that the Hamilton Board of Education return to a K to 8 elementary school system with a gradual phase-out of the middle schools. With declining enrollment in some Hamilton communities, this structural change may prevent the forced closure of otherwise viable elementary schools. I look forward to discussing this matter with you and trustees.

Sincerely,


Lynne Ainsworth

The Phase-out of Middle Schools

Presentation by Lynne Ainsworth

1. Objective:

The Hamilton-Wentworth Board of Education return to a JK to 8 grade school system.

2. Timing:

Ontario schools are required to review student accommodation to meet new ministry guidelines on class sizes. Reviews of school district and school boundaries are already under review. Population studies show that far too many schools in Hamilton will not meet the ministry's population versus pupil places requirement.

In Zone 8, for example, there are in excess of 6,000 pupil places that must be filled before funding for new construction will be given to the Hamilton-Wentworth board. Many elementary schools are under populated and in danger of closing. Holbrook with a population of 191 students in a school deemed to be set up for 289 students is a prime candidate for closure. Seneca has a student population of 192 in a school said to be able to accommodate 389 pupils. Buchanan Park on the other hand has 263 pupils in a school the ministry says should accommodate 259.

Neighbourhoods feel an affinity towards their elementary schools. Closure is a painful and disruptive process. But a middle school is a strange hybrid. Our children attend them, but they are not truly neighbourhood schools especially for families who live some distance from the building.

3. Rationale:

- Middle schools are outdated. The structure no longer serves as a preparation for secondary school. Most secondary schools in the province have opted for a semestered system. High school students today not only deal with fewer subjects each term, they have fewer class changes and teachers.
- Middle schools are located out of neighbourhood for many children, forcing parents to drive their children to school. Often a family will have children attending as many as three different schools, all located in different neighbourhoods.
- Social groupings of "tweens" in middle schools creates a hormone hotbed of peer pressure. The greater the number of students taking part in smoking, drinking and drugs, the greater chance there is that it becomes the cool thing to do. Don't underestimate the power of peer pressure.
- Leadership opportunities in sports, arts and politics go to a greater number of students in elementary schools.

- Leadership opportunities in sports, arts and politics go to a greater number of students in elementary schools.
- Our elementary schools are shortchanged in student leaders who can run a yearbook project and organize assemblies. Music programs tend to be reduced in elementary schools with funding for instruments directed towards the middle schools.
- Academic progress is easier to monitor in elementary schools where students deal with only two teachers (classroom and French). Teachers work with the whole child, not just a subject.
- Parent participation is easier in an elementary school where it is common to find parents volunteering in the classroom, or just hanging about to pick up a child. Having mom or dad walk the hallways in a middle school is not cool and can make many children uncomfortable.

ACTION ITEMS

EDUCATION COMMITTEE
1999 02 04

#7

The Hamilton-Wentworth District School Board

M e m o

To: Mev Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
Deborah Russon, Manager, Human Resources

Re: Staffing Report – Full-Time Equivalent Positions

Recommended Action:

Moved by: _____

That the January 1999 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of January, 1999.

7-1

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD STAFF REPORT - FULL TIME EQUIVALENT POSITIONS														
	1998 ACTUALS							1999 ACTUALS						
	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	1998/99 BUDGET
Teachers - Elementary	2,059.10	2,059.10	2,059.10	2,050.30	2,064.00	2,064.00	2,064.00	2,064.00						2,045.40
Teachers - Secondary	1,197.39	1,197.39	1,197.39	1,201.84	1,201.84	1,201.84	1,201.84	1,201.84						1,057.69
Teacher Assistants	351.12	351.12	351.12	351.50	363.50	363.50	363.50	383.50						345.00
Professionals & Paraprofessionals	161.00	161.00	161.00	159.00	159.00	159.00	159.00	161.00						161.00
School Administration	450.83	450.83	450.83	406.78	406.78	406.78	406.78	406.78						406.03
Consultants & Special Assign. Tchrs.	29.50	29.50	29.50	37.00	37.00	37.00	37.00	37.00						37.00
Board Administration & Governance	175.16	175.16	175.16	158.58	158.58	158.58	158.58	148.58						148.76
School Operations	503.63	503.63	503.63	472.48	472.48	473.48	473.00	466.00						464.07
Continuing Education	7.52	7.52	7.52	4.52	4.52	4.52	4.52	4.52						4.52
Transportation	1.75	1.75	1.75	1.25	1.25	1.25	1.25	1.25						1.25
Staff on Loan (recoverable)	17.83	17.83	17.83	14.00	14.00	14.00	14.00	14.00						13.00
Total Full Time Equiv. Positions	4,954.83	4,954.83	4,954.83	4,857.25	4,882.95	4,883.95	4,883.47	4,888.47						4,683.72

MEMORANDUM

TO: Education Committee

FROM: Marguerite Botting, Superintendent of Instructional Services
Ken Bell, Superintendent of Education – City West
Wilma Dowling, Assessment, Evaluation & Reporting Administrator
Kathy Watters, Assessment, Evaluation & Reporting Administrator

DATE: February 4, 1999

RE: **Hamilton-Wentworth District School Board EQAO Action Plan**

Recommended Action:

Moved by _____ that the Hamilton-Wentworth District School Board EQAO Action Plan be approved.

Following presentation of the Board Report *1998 EQAO Grade 3 Assessment of Reading, Writing and mathematics. Summary of Results and Initial Cursory Review*, at the December 3rd Education Committee meeting, a representative system-level committee was formed. The committee's mandate was to complete an in-depth analysis of the results and contextual data, and to prepare an action plan for improving instruction and student achievement that addresses strategies and directions implemented through a cycle of review, development and implementation.

A Board Action Plan was to be released by February 1, 1999. Analysis of our Board's results has been conducted by a hard-working committee chaired by Wilma Dowling. The committee members are:

Marguerite Babcock	Principal, Buchanan Park School
Ken Bell,	Superintendent of Education –City West
Judith Bishop	Trustee
Marguerite Botting	Superintendent of Instructional Services
Wilma Dowling	Assessment, Evaluation & Reporting Administrator
Shelley Duncan	Winona School
Marilyn Forster	Principal, Dr. J. Seaton School
Joanne Languay	Consultant-Mathematics/Science & Technology
Priscilla Mochrie	Grange School
Lillian Orban	Trustee
Adele Rayment	Vice Principal, Lloyd George School
Laura Roman	Consultant-Social Studies, History, Geography/language
Ken Sanford	Consultant-Language/Mathematics
Joan Sybersma	Prince Philip School
Kathy Watters	Assessment, Evaluation & Reporting Administrator

This committee has met for four half days to analyze and discuss the EQAO Grade 3 Provincial Assessment results and contextual data, the EQAO Provincial Report on Achievement and the initial Board Report. This information was interpreted in the context of our schools and system-level curriculum activities. Draft action plans were developed by work groups in each area, then reviewed by Committee members.

Attached are action plans for each of the assessed areas – Reading, Writing and Mathematics, and for the overall assessment focus. Currently the report is draft. It is to be reviewed by the Analysis Committee Friday afternoon of January 29th, after the Education Committee packages go out. We expect minor revisions as a result of this meeting. You will receive the final version of the report on Thursday at Education Committee. Clearly though, you need time to review this report as its recommendations are important.

By February 1, 1999 every school must submit a school action plan as a response to its EQAO results. These have been collected and will be available to trustees in the Trustee lounge. A common format was given to the schools.

INTRODUCTION

The EQAO's province-wide assessments provide a common, objective measure of how well students are achieving the provincial expectations in language and mathematics. The results yield information that teachers and parents can use to provide instruction and support for individual students and that administrators and policy makers can use to evaluate programs and make decisions. The EQAO assessment is only successful when it benefits students through helpful feedback, clearer expectations, enhanced motivation and better instruction.

The province-wide assessment results augment the data that teachers collect throughout the year. Ongoing, effective classroom assessment is an integral part of effective learning. Whether measured by classroom or province-wide assessments, student achievement is influenced by everything that is happening in the classroom, school, home and community. The EQAO and school information on the learning environment, inside and outside the school represents essential background for understanding the assessment results.

The Board Report *1998 EQAO Grade 3 Assessment of Reading, Writing and Mathematics. Summary of Results and Initial Cursory Review*, presented at the December 3rd Education Committee meeting of the Hamilton-Wentworth District School Board, released board and school results within detailed contextual information. For each school, a profile, its results, initial response and intent regarding the school action plan were included, as well as information about the learning environment of schools within the Board. This enabled our performance on the assessment to be interpreted in light of the unique challenges the Board and our schools face.

Principals and teachers, working with parents and school councils have interpreted, communicated and used the EQAO, the Board and their phase one reports releasing results and have prepared individual school action plans for improving learning and teaching based on the assessment results and other information gathered by the school. Likewise, the representative Board-wide EQAO Analysis Committee has analyzed and interpreted the achievement and contextual data for the system and prepared the attached HWDSB action plan to address these areas of focus.

Reading - Primary Division	Page R1
Writing - Primary Division	Page W1
Mathematics - Primary Division	Page M1
Assessment	Page A1

The related recommendations from the *1997-98 EQAO Ontario Provincial Report on Achievement* are appended.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD EQAO ACTION PLAN

Areas of focus: Reading - Primary Division

Improvement Outcome: by December 1999

TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
<p>Increase teacher use of reading strategies that promote higher-order thinking.</p> <ul style="list-style-type: none"> • A few times a week or more, teachers have students - recognize elements of style in reading (27%) and various levels of meaning within text (30%) - solve problems by combining information from their reading with their own experience (36%) - extend their response to reading through a variety of open-ended activities (39%) - evaluate ideas, information or actions from their reading (51%) 	<ul style="list-style-type: none"> • Continue on-going staff development on student expectations and instructional strategies reflective of the Ontario Curriculum (e.g. direct instruction, systematic phonics, whole language approach, large and small group organization, sight word, oral reading, 'How to teach reading' and All Star reading inservices). • Validate and review reading rubrics aligned with Ontario Curriculum and EQAO expectations. • Schedule discussions among teachers by school/ clusters to share successful instructional strategies. • Encourage staff to become involved in field test for EQAO assessment, and to act as mentors for new Grade 3 teachers and for Grade 6 teachers about to be involved. 	<ul style="list-style-type: none"> • Curriculum Consultants • Teachers • Principals • Assessment Administrators 	<p>January - November 1999</p>	<ul style="list-style-type: none"> • Number of staff/schools participating in Ontario Curriculum inservices. • Frequency of use of reading rubrics by teachers. Inclusion in school action plans. • Results from teacher questionnaire of 1999 EQAO Grade 3 & 6 assessments. • Teacher access to and use of broader range of instructional strategies. • Number of staff applying to participate in 1999 EQAO field tests. 	
<p>Increase early identification of reading level of students and opportunities for student participation in Early Reading Intervention Programs.</p> <ul style="list-style-type: none"> • 42% of students achieved below Level 3 in Reading 	<ul style="list-style-type: none"> • Delineate strong structured reading programs from Kindergarten onward, with diagnostic testing at end of Kindergarten and Grade 1. • Continue and expand Early Reading Intervention Programs (e.g. Reading Recovery, All Star, Marie Clay's observational approach in Kindergarten, Open Court, Writing to Read, Reading Readiness). 	<ul style="list-style-type: none"> • Principals • Teachers • Curriculum Consultants • Students 	<p>October 1999 - June 2000</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Reliable data for implementation of Grades 2-3 reading program. • Number of staff/schools participating. • Inclusion in school action plan. • Improved student performance levels in future EQAO assessments of reading. 	
<p>Increase principal awareness and involvement in learning to read process.</p> <ul style="list-style-type: none"> • 38% have Curriculum Nights • 60% have school-wide assessment plan/policy • 76% of teachers identify teaching & learning strategies as high priority • Teachers use limited range of strategies to promote higher-order thinking and to assess students' learning in reading 	<ul style="list-style-type: none"> • Identify staff development re learning to read process as a system-wide initiative/directive. • Provide long-range systematic inservices on learning to read process: - for principals by clusters (Mar/Apr. or Nov.). - for K-1 teachers (shared time, early fall) - then follow-up for Gr. 2-3 teachers (shared time, next spring). • Presentations and discussions at division/staff meetings. 	<p>Superintendents</p> <ul style="list-style-type: none"> • Principals • Curriculum Consultants • HWPA • Teachers 	<p>March/April or November 1999</p> <p>April or early fall 1999</p> <p>Spring 2000</p>	<ul style="list-style-type: none"> • Budget allocation reflects staff development initiative. • A focus of Supervisory Officers. • Inclusion in school action plans. • Ongoing staff development in schools. • Number of staff participating in staff development/inservices activities. • Teachers using wider range of instructional and assessment strategies in reading. • Support and funding from HWPA. 	

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD EQAO ACTION PLAN

Areas of focus: Reading - Primary Division

Improvement Outcome: by December 1999

TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
<p>Increase the ability of students to independently identify and explain use of appropriate language conventions.</p> <ul style="list-style-type: none"> 49% of students achieved below Level 3 in <i>Application of Language Conventions</i> <p>Increase the ability of students to independently use and consistently understand a variety of complex text forms and characteristics.</p> <ul style="list-style-type: none"> 51% of students achieved below Level 3 in <i>Organization of Ideas</i> 	<ul style="list-style-type: none"> Continue to provide direct instruction on: <ul style="list-style-type: none"> phonics, punctuation (', " " ? , , capitals); spelling; sentence structure (noun, verb, adjective); syntax (hyphens, plurals, abbreviations, tenses, syllabication, dictionary skills). Provide supportive grammar inservice and/or manual for primary division teachers. Provide a wide range of reading materials and text forms that interest and motivate students to read (e.g. stories, information articles, reports, instructions, poetry, diaries, letters, plays, novels, textbooks, personal writings, recipes, fairytales) in classroom and school library. Advocate incentive reading programs for students promoting a variety of materials. Teach the characteristics of the different literary forms (e.g. plays, stories, poems), using strategies such as guided reading. 	<ul style="list-style-type: none"> Teachers Principals Assessment Administrators Students 	<p>Ongoing June 1999</p> <p>November 1999 Ongoing</p>	<ul style="list-style-type: none"> Improved student performance in 1999 EQAO assessment of reading. Reflected in classroom activities and teachers' lesson plans. Staff participation in inservice and use of manual. Wider range of reading materials and text forms in classrooms and school library. Number and type of reading materials used by students. Students familiar with and able to use different literary forms. 	
<p>Increase the range of strategies teachers use to assess students' learning in reading.</p> <ul style="list-style-type: none"> Of 18 identified reading assessment strategies, only 3 are used by more than 50% of teachers at least a few times a week or more: unhearsed oral reading (54%), personal response journals (52%) and workbook exercises (50%). Over 1/3 of teachers are somewhat comfortable or uncomfortable with assessing reasoning (32%), application of language conventions (34%), communication (38%), organization of ideas (42%). 	<ul style="list-style-type: none"> Continue on-going staff development on student assessment techniques reflective of the Ontario Curriculum (e.g. oral reading, miscue analysis, cloze passages, self-assessment, retelling/summarizing responses). Use of EQAO anchor booklets and Ministry exemplars (spring 1999). Validate and review reading rubrics at all levels aligned with Ontario Curriculum and EQAO expectations. Extend and/or introduce new assessment strategies. Identify school focus on specific assessment strategy bimonthly. Presentations/discussions at staff meetings. Encourage staff to train as markers for EQAO assessment. Organize inservice session for primary teachers by clusters to share information from markers from previous tests. 	<ul style="list-style-type: none"> Curriculum Consultants Assessment Administrators Teachers Principals 	<p>January - November 1999</p> <p>Spring - Fall 1999</p> <p>June 1999 Ongoing</p>	<ul style="list-style-type: none"> Level of teacher participation in staff development and assessment activities. Each teacher introduces at least 1 new assessment strategy and submits sample rubric used in classroom by end of year. Teachers using wider range of strategies to assess students' learning in reading. Results from teacher questionnaire of 1999 EQAO Grade 3 & 6 assessments. Number of staff applying to participate as markers of 1999 assessments. Increased staff awareness of process around marking assessment units like EQAO. 	

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD EQAO ACTION PLAN

Improvement Outcome: by December 1999

Areas of focus: Reading - Primary Division

TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
Preparation of teachers and students for 1999 EQAO assessment, as well as facilitation of its administration.	<ul style="list-style-type: none"> • Use of previous EQAO sample packages and 1999 samples. • Modify staff schedules/timetables during May 17-21 administration of assessments (e.g. Grade 3 & 6 teachers relieved of lunchroom and yard supervision). 	<ul style="list-style-type: none"> • Gr. 3 & 6 Teachers • Principal 	January - April 1999	<ul style="list-style-type: none"> • Teachers have used previous samples before March 12/99. • April completion of '99 sample units. • All school staff aware of and share responsibility for EQAO assessments and results. • Frequency of timetable modifications during assessment week. 	
Address gender differences in reading. <ul style="list-style-type: none"> • more boys (54%) achieved below Level 3 than girls (48%) • 70% of girls enjoy reading compared to 51% of boys • 59% girls and 57% boys feel they are good at reading. 	<ul style="list-style-type: none"> • Increase teacher awareness of gender differences and learning styles appropriate to boys and girls. • Review availability and plan purchase of library materials for different genders and their interests • Promote Internet use to access relevant material that motivate girls and boys to read. • Provide non-fiction and series reading materials that interest and motivate boys to read. • Allow student choice of appropriate level reading materials. 	<ul style="list-style-type: none"> • Curriculum Consultants • Teachers 	Fall 1999 Ongoing	<ul style="list-style-type: none"> • Results from student questionnaire of 1999 EQAO Grade 3 & 6 assessments. • Reflected in classroom activities and teachers' lesson plans. • Active participation in and enjoyment of reading by boys and girls. 	
Increase staff, parent and community awareness of and involvement in reading programs at home and school. <ul style="list-style-type: none"> • 22% of schools have Family Sessions for reading • 27% of students said people read to them at home • 36% of parents are involved in school • 63% of teachers indicated soliciting parental support as high priority 	<ul style="list-style-type: none"> • Continue Reading Incentive Programs (e.g. Snuggle Up & Read, Book It, Family Reading Night, Young Authors, Book Fair, public library visitations, Storytelling Program, school library, All Star Reading, D.E.A.R. time as daily school-wide event). • Investigate and share Family Literacy Kits and reading pamphlets with parents (e.g. Helping Your Child Read). • Involve parent(s) in school to read to students and in student daily/weekly homework activities. • Work with school councils to encourage students to read for enjoyment and information beyond school environment. • Provide after school workshops for parents on how to assist their children to read. • Encourage parent and teacher involvement in annual HWDSB Parent Conference. 	<ul style="list-style-type: none"> • Teachers • Principals • Parents • School Council 	January - December 1999 Ongoing November 1999	<ul style="list-style-type: none"> • Home questionnaire results of 1999 EQAO Grade 3 & 6 assessments. • Level of use of reading incentive programs and family literacy kits. • Reflected in classroom activities and teachers' lesson plans. • More parents involved in school activities, as volunteers and in students' homework tasks. • Inclusion in School Council activities • Participation level of parents and teachers in Parent Conference. 	

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HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD EQAO ACTION PLAN

Areas of focus: Writing - Primary Division

Improvement Outcome: by December 1999

TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
<p>Continue using existing Ontario Curriculum Implementation Plan with particular emphasis on further development of teacher assessment techniques to enhance student performance.</p> <ul style="list-style-type: none"> The Ontario Curriculum is mandated curriculum for all students in Ontario. It has been developed to provide a rigorous and challenging curriculum. It emphasizes conventions of written language, the ability to think clearly and creatively and to order ideas in a logical and disciplined manner. 46% of students achieved below Level 3 in <i>Writing</i> (42% at Level 2) 	<ul style="list-style-type: none"> See attached Ontario Curriculum Implementation Plan. Validate and review writing rubric at all levels aligned with the Ontario Curriculum and EQAO expectations. 	<ul style="list-style-type: none"> Curriculum Consultants Assessment Administrators Teachers Principals 	<p>January - November 1999</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Participation of staff/schools in Ontario Curriculum inservices. Improved student performance in 1999 EQAO assessment of writing. Increased staff awareness and use of assessment units and strategies like EQAO. 	
<p>Increase the power of journal writing (a well established classroom practice) to support reasoning, communication, organization of ideas and application of language conventions in students' writing.</p> <ul style="list-style-type: none"> 77% of Grade 3 teachers have students write journal entries at least a few times each week 	<ul style="list-style-type: none"> Develop teacher resource booklet for effective use of journal writing in the Primary classroom. Organize sessions for primary teachers by clusters to discuss effective use of journal writing. 	<ul style="list-style-type: none"> Writing Team Curriculum Consultants Teachers Principals 	<p>Fall 1999</p> <p>January - November 1999</p>	<ul style="list-style-type: none"> Staff use of resource booklet. Inclusion in classroom activities and teachers' lesson plans. Students familiar with and able to use different types of writing. Improved student performance in 1999 EQAO assessment of writing. 	
<p>Increase student use of different genres in their writing.</p> <ul style="list-style-type: none"> Only a few times a year, teachers have students write <ul style="list-style-type: none"> to give information (23%) instructions (49%) poetry (51%) letters (53%) plays/drama (75%) 	<ul style="list-style-type: none"> Provide list of quality resources to assist teachers in developing and implementing different genres of writing. Schedule discussions among teachers by school/clusters to share instructional strategies for range of writing types. Provide regular opportunities for students to use different genres of writing in all areas of curriculum. 	<ul style="list-style-type: none"> Curriculum Consultants Principals Teachers Students 	<p>April 1999</p> <p>January - November 1999</p>	<ul style="list-style-type: none"> Frequency of different genres of writing in student portfolios. Improved student performance in 1999 EQAO assessment of writing. Increased frequency of writing in different genres reported in teacher questionnaire of 1999 EQAO Grade 3 & 6 assessments. 	

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD EQAO ACTION PLAN

Areas of focus: Writing - Primary Division

Improvement Outcome: by December 1999

TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
<p>Increase students' focus on writing for a particular audience or purpose.</p> <ul style="list-style-type: none"> • 22% of students write for different audiences and 29% for different purposes at least a few times a week. 	<ul style="list-style-type: none"> • Provide list of quality resources to assist teacher instruction addressing writing for a specific purpose and/or audience. • Provide authentic opportunities for students to write for real audiences (e.g. pen pals, class newsletters, sharing stories with younger students). • Emphasize those stages of the writing process that deal with audiences (e.g. prewriting, drafting and revising). • Promote the use of student writing to involve parents and community with the school. 	<ul style="list-style-type: none"> • Curriculum Consultants • Principals • Teachers • Students 	<p>April 1999</p> <p>January - November 1999</p>	<ul style="list-style-type: none"> • Reflected in classroom activities and lesson plans. • Review contents of student portfolios. • Improved student performance in 1999 EQAO assessment of writing. • Increased frequency of writing for different audiences and purposes reported in teacher questionnaire of 1999 EQAO Grade 3 & 6 assessments. 	
<p>Increase teacher understanding and range of strategies used to assess student writing.</p> <ul style="list-style-type: none"> • Teachers use some assessment strategies only a few times a year: <ul style="list-style-type: none"> - dated samples of writing (19%) - teacher student writing conferences (23%) - self assessment (31%) - holistic scoring scales (36%) - analytical scoring scales (36%) - peer assessment (43%) • About 1/3 of teachers are somewhat comfortable or uncomfortable with assessing reasoning (31%) and communication (34%). 	<ul style="list-style-type: none"> • See Ontario Curriculum Implementation Plan. • Provide teacher inservices by clusters on using a range of strategies to assess student writing. • Use of EQAO anchor booklets and Ministry writing exemplars (available 1999). • System support for teacher usage of Provincial Writing Exemplar Project. • Presentations and discussions at division/staff meetings. • Teachers regularly keep dated, annotated samples of student's work to discuss progress/next steps with student and parent(s). 	<ul style="list-style-type: none"> • Curriculum Consultants • Teachers • Principals • Assessment Administrators • Students • Parents 	<p>January - November 1999</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Staff/schools actively participating in Ontario Curriculum and assessment inservices. • Teacher awareness and use of EQAO anchor booklets and Ministry writing exemplars. • Teacher understanding and use of wider range of strategies to assess students' learning in writing, reflected in classroom activities and lesson plans. • Increased use of various assessment strategies in writing reported in teacher questionnaire of 1999 EQAO Grade 3 & 6 assessments. 	

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HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD EQAO ACTION PLAN

Areas of focus: Writing - Primary Division Improvement Outcome: by December 1999

TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
<p>Increase ability of students to independently apply appropriate language conventions and organize ideas in their writing.</p> <ul style="list-style-type: none"> 48% of students achieved below Level 3 in <i>Application of Language Conventions</i> 52% of students achieved below Level 3 in <i>Organization of Ideas</i> 	<ul style="list-style-type: none"> Provide more direct instruction in language conventions (e.g. spelling, punctuation, grammar). Provide formal instruction in organizing ideas and information in a variety of writing forms (e.g. prewriting activity, brainstorming, vocabulary lists, charts, story webs, paragraphs, beginning/ middle/ending). Encourage student use of resources in editing (e.g. dictionary, thesaurus, peers, computer). Provide teacher inservice on use of technology to: <ul style="list-style-type: none"> revise and edit writing for spelling/grammar add graphics, graphs, illustrations address Ontario Curriculum expectations. <p>(e.g. Perfect Copy, WordPerfect, Word)</p> <ul style="list-style-type: none"> Presentations/discussions at division, school and cluster meetings. 	<ul style="list-style-type: none"> Information Technology Team Curriculum Consultants Teachers 	<p>January - November 1999</p>	<ul style="list-style-type: none"> Improved student performance in 1999 EQAO assessment of writing. Staff/school participation in inservice and discussions. Increased use of technology/computer programs in writing, reflected in classroom activities and teachers' lesson plans. Students familiar with and able to use appropriate writing related technology. 	

8-8



Ontario Curriculum Plan: 1998-99

Focus: Planning and Assessment

(aligning curriculum, instruction and assessment)

Developing Teacher Skills In:

- ✓ *planning an expectations-based curriculum*
- ✓ *assessing student performance of the expectations appropriately*
- ✓ *designing and delivering instruction to maximize student achievement of the expectations (including program modifications)*

Intensive In-service Initiatives:

- ✓ *Science and Technology (Year 1)*
- ✓ *Mathematics (Year 2)*

Awareness-level In-service Initiatives:

- ✓ *Core French, grades 4-8 (Year 1)*
- ✓ *The Arts (Year 1)*
- ✓ *Health and Physical Education (Year 1)*
- ✓ *Social Studies, History and Geography (Year 1)*

Continuing Support/ Implementation Initiatives:

- ✓ *Language (Year 2)*

Year 1 – documents with 1998 release date

Year 2 – documents with 1997 release date

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD EQAO ACTION PLAN

Areas of focus: Mathematics - Primary Division

Improvement Outcome: by December 1999

TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
Communication Increase student knowledge of correct mathematical terms and symbols, justifications of mathematical solutions and clear explanations. <ul style="list-style-type: none"> Majority of students performing below Level 3. Level 1 - 23% Level 2 - 46% Level 3 - 24% Level 4 - 3% 	<ul style="list-style-type: none"> Staff will attend in-service sessions during February 1999 and March 1999 on Foundations of Math. Provide opportunities for students to explain why or how they know which operations to use when solving mathematical tasks and to communicate mathematical thinking. 	<ul style="list-style-type: none"> Curriculum Consultants Teachers Students 	February 1999 March 1999 January to November 1999	<ul style="list-style-type: none"> Teachers attend inservice sessions. Students demonstrate communication skills in math journals, workbooks, and math assignments. 	
Problem Solving Increase the ability of students to choose and carry out strategies and to apply them appropriately. <ul style="list-style-type: none"> Majority of students performing below Level 3. Level 1 - 20% Level 2 - 44% Level 3 - 32% Level 4 - 3% 	<ul style="list-style-type: none"> Provide problem solving inservice at Cluster level for all staff. Provide a wide range of problem solving strategies and activities. Motivate students to explain how they analyze problems, arrive at solutions both orally and through journal writing. Develop and validate problem solving rubric at all levels aligned with the Ontario Curriculum and EQAO expectations. 	<ul style="list-style-type: none"> Curriculum Consultants Teachers Principals 	Winter 1999 January to November 1999	<ul style="list-style-type: none"> Teachers attend inservice sessions. Problem solving rubric developed and implemented and students familiar and competent with rubric criteria. Students familiar with problem solving model and rubric for assessment. Students can self-evaluate and suggest criteria for improvement. 	

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD EQAO ACTION PLAN											
Areas of focus: Mathematics - Primary Division			Improvement Outcome: by December 1999								
TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>						
Preparation of teachers and students for 1999 and future EQAO assessments <ul style="list-style-type: none">Overall mathematics scores were lower in Level 3 and similar in Level 4.<table><tr><td>Province</td><td>HWDSB</td></tr><tr><td>Level 3</td><td>42% 40%</td></tr><tr><td>Level 4</td><td>4% 4%</td></tr></table>	Province	HWDSB	Level 3	42% 40%	Level 4	4% 4%	<ul style="list-style-type: none">Use previous EQAO sample packages and 1999 sample units.Involve Gr. 3 teachers who previously administered the test.Provide inservice sessions for Gr. 3 and Gr. 6 teachers about EQAO testing procedures to be shared within all schools.Provide workshops during HWDSB Summer Institute, if available.	<ul style="list-style-type: none">Assessment AdministratorsGrade 3 & 6 teachersCurriculum Consultants	January 13 th and 27 th , 1999 April 1999 August 1999	<ul style="list-style-type: none">Teachers use previous samples at inservice sessions and in classrooms.Teachers complete sample unit from EQAO by April 1999.All staff aware of EQAO sample units.Teachers attend HWDSB Summer Institute.	
Province	HWDSB										
Level 3	42% 40%										
Level 4	4% 4%										
Parental Involvement Increase the level of community awareness and parental involvement in mathematics programs at schools. Provide activities that will extend parents' knowledge about the five strands of mathematics. <ul style="list-style-type: none">36% of parents indicated being involved with their child's school, compared to 51% provincially.	<ul style="list-style-type: none">Provide a variety of opportunities to involve and inform parents (e.g. curriculum workshops, newsletters, meet the staff, interviews, Open House, Family Math, etc.)Involve teachers as presenters during the HWDSB Parent Conference.Discuss with parents and staff a procedure for homework completion.	<ul style="list-style-type: none">ParentsSchool CouncilsTeachersStudentsMembers of the community	Winter 1999 Spring 1999 November 1999 January to November 1999	<ul style="list-style-type: none">Parents and community members attend inservice sessions and actively involved in mathematical tasks.Parents ask informed questions.Increase parental involvement in mathematics (over 36%).Teachers present at Parent Conference.Partnerships formed with parents and students with daily/weekly homework tasks.Parents and students use new math vocabulary.							

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD EQAO ACTION PLAN

Areas of focus: Mathematics - Primary Division

Improvement Outcome: by December 1999

TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
<p>Address gender differences in mathematics.</p> <ul style="list-style-type: none"> • 61% of boys think mathematics is fun, compared to 54% of girls. • 43% of girls and 58% of boys think they are good at mathematics. • Overall, girls scored better in mathematics - 44% of girls at Levels 3 and 4, compared to 38% of boys. Therefore, boys' mathematical ability and attitude do not match. 	<ul style="list-style-type: none"> • Increase teacher awareness of gender differences and learning styles appropriate to males and females. • Develop incentive programs that will support male and females enjoying math activities. • Promote the pursuit of open-ended mathematical problem solving. • Examine "gender" in mathematical samples that we use in classrooms and mathematical textbooks. 	<ul style="list-style-type: none"> • Curriculum Consultants • Teachers • Principals • Students • Parents 	<p>January to November 1999</p> <p>Spring 1999</p>	<ul style="list-style-type: none"> • Results from student questionnaire will demonstrate an increased level of enjoyment and confidence with mathematics. • Schools provide opportunities for math fairs or math challenges. • Encourage participation at all school levels. • Students are recognized for their mathematical abilities and skills during announcements and/or assemblies. 	

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD EQAO ACTION PLAN

Areas of focus: Assessment

Improvement Outcome: by December 1999

TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
Identify the effective use of province-wide assessment information as a priority in our organizational planning and curriculum management programs	<ul style="list-style-type: none"> • Delineation of HWDSB assessment, evaluation and reporting policy and operating procedures. • Awareness/discussion at Cluster meetings. • Student achievement results used when formulating board and school plans regarding resources, curriculum development and assessment materials for daily classroom assessment. 	<ul style="list-style-type: none"> • Assessment Committee • Superintendents • Principals • all stakeholders • J.A.C. • Teachers 	<ul style="list-style-type: none"> June 1999 April-May 1999 Ongoing 	<ul style="list-style-type: none"> • Draft policy/procedures vetted by stakeholders. • Approved HWDSB assessment, evaluation and reporting policy. • Joint curriculum and assessment planning sessions. • Results used to determine resources and inservice support needed to adapt and modify teaching and learning practices and strategies. 	
Review programs to identify and address implementation gaps in Ontario Curriculum - English and Mathematics	<ul style="list-style-type: none"> • Provincial, board and school EQAO Grade 3 assessment data used to identify and address gaps in implementation of Ontario Curriculum. • Determine resources and inservice support needed to adapt/modify teaching and learning practices and strategies. • Implementation of the Planning and Assessment Guide 	<ul style="list-style-type: none"> • Curriculum Consultants • Teachers • Principals 	<ul style="list-style-type: none"> Winter 1998/99 February - June 1999 	<ul style="list-style-type: none"> • Teacher questionnaire results on 1999 EQAO Grade 3 and 6 assessments. • Participation by all schools in system-level Ontario Curriculum in-services. • Increased link between Curriculum and Special Education support staff. 	
Increase parental awareness of assessment results and system/school action plans	<ul style="list-style-type: none"> • Convene Parent Night/Open Forum(s) for discussion of EQAO results and HWDSB & school action plans. 	<ul style="list-style-type: none"> • Assessment Administrators 	March 1999	<ul style="list-style-type: none"> • Number of parents attending forum(s). • Inquires regarding assessment and discussions at parent nights and School Council meetings. 	
Improvement of student achievement based on the Grade 3 assessment and other assessment data	<ul style="list-style-type: none"> • Meetings of school team to analyze and interpret results and delineate action plan by February 1/99. • Schedule discussions with principals of "like schools" to review strategies being used for improving student learning. 	<ul style="list-style-type: none"> • Principal • Teachers • School Council rep(s) • Assessment Administrators 	<ul style="list-style-type: none"> By February 1/99 Spring 1999 	<ul style="list-style-type: none"> • School action plan e-mailed to Wilma/Kathy by January 20. School releases action plan to community by February 1/99. • Staff able to access broader range of strategies being used in like schools. 	
Identification of successful strategies to improve student achievement	<ul style="list-style-type: none"> • Compile inventory of strategies being used which will, when 1999 results are available, enable staff to access which strategies have been successful. 	<ul style="list-style-type: none"> • Assessment Administrators • Principals • Teachers 	<ul style="list-style-type: none"> Input - Spring 1999 Access - Winter 1999 	<ul style="list-style-type: none"> • Data base operational with regular updating. • Number of schools accessing data base information. 	

8-15

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD EQAO ACTION PLAN Improvement Outcome: by December 1999					
Areas of focus: Assessment					
TASK <i>What needs to be done and why?</i>	ACTIONS <i>How will we do it?</i>	ROLE <i>Who will do it?</i>	TIMELINES <i>When will we do it?</i>	INDICATORS <i>How will we know if we are getting there?</i>	REVIEW <i>How did we do?</i>
Increased emphasis on integrating all strands of curriculum	<ul style="list-style-type: none"> Teacher plans for instructional year showing coverage of all strands submitted to Principal. 	<ul style="list-style-type: none"> Teachers Principals 	January - February 1999 September 1999	<ul style="list-style-type: none"> Expected results on 1999 EQAO Grade 3 and 6 assessments. Students have studied all strands of English and Mathematics curriculum. 	
Preparation of teachers and students for 1999 EQAO assessment	<ul style="list-style-type: none"> Use of previous EQAO sample packages and 1999 sample. "Readiness" Sessions for Grade 6 teachers/Principals. ½ day March 11 EQAO Principal Training. ½ day EQAO teacher training in April. 	<ul style="list-style-type: none"> Gr. 3 Teachers Principals Gr. 6 Teachers 	January - April 1999 January 1999	<ul style="list-style-type: none"> Teachers will have used previous samples before March 12/99. April completion of '99 sample unit. Increased comfort level with integrated assessment units. Quality of administration of 1999 Grade 3 and 6 assessments. 	
Increase parental involvement in student's learning in school and at home	<ul style="list-style-type: none"> Work with school councils to encourage students to read for enjoyment and information, to write thoughts, feeling and information and to apply what they know and can do in mathematics beyond the school environment. 	<ul style="list-style-type: none"> School Council rep(s) Principals Teachers 	Ongoing	<ul style="list-style-type: none"> Home questionnaire results on 1999 EQAO Grade 3 and 6 assessments. More parents involved in school activities and as volunteers. 	

Recommendations from the 1997-98 EQAO Ontario Provincial Report on Achievement

1. That boards and schools identify the effective use of province-wide assessment information as a priority in their organizational planning and curriculum management programs.
2. That educators review their language and mathematics programs using provincial, board and school data from the 1997-1998 Grade 3 Assessment of Reading, Writing and Mathematics in order to identify and address gaps in the implementation of the new language and mathematics curricula.
 - Reading That educators have students discuss and apply appropriate strategies in their day-to-day reading to deepen their understanding and improve their response.
 - Writing That educators review their writing programs to ensure that they are teaching and assessing all components and skills involved in the writing process.
 - Mathematics That educators review their programs to ensure that all the expectations in the mathematics curriculum are being addressed and that students have frequent opportunities to explain how they analyze problems, arrive at solutions and check their work.

#9

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Education
Date: January 27, 1999
Re: **FRENCH IMMERSION POLICY**

RECOMMENDED ACTION:

Moved by _____ that the French Immersion policy be approved as recommended by Executive Council and the Joint Advisory Committee.

RATIONALE:

Stakeholders representing the interests of parents, teachers, and administrators worked collaboratively to develop a draft French Immersion policy. The French Immersion policy has been reviewed and approved by Executive Council and the Joint Advisory Committee.



FRENCH IMMERSION POLICY

Date Approved: 00/00

Projected Review Date: 00/00

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board that

- (a) the Early French Immersion program begin in senior kindergarten;
- (b) the Board provide a continuous French Immersion program through to the end of the secondary level;
- (c) students with some French competency wishing to enter French Immersion at a time other than senior kindergarten must request assessment prior to entering the program.

RESPONSIBILITY: Superintendent of Education responsible for French Immersion

OPERATING PROCEDURES:

1.0 French Immersion Advisory Committee

- 1.1 The French Immersion Advisory Committee shall consist of the following:
 - 1 Superintendent of Education responsible for French Immersion
 - 1 Elementary principal/vice-principal of a French Immersion school
 - 1 Secondary principal/vice-principal of a French Immersion school
 - 1 French Immersion Elementary teacher representative of a French Immersion School
 - 1 French Immersion Secondary teacher representative of a French Immersion School
 - 2 French Immersion Elementary parents - School Council and/or Home & School representatives
 - 2 French Immersion Secondary parents - School Council and/or Home & School representatives
 - 1 Secondary French Immersion student
 - 1 Instructional Services Consultant or support person responsible for French Immersion
- 1.2 The French Immersion Advisory Committee shall provide advice to the Board regarding French Immersion program and accommodation issues.

2.0 School Organization

- 2.1 The French Immersion program may be offered in either a single track or a dual track school model.
- 2.2 The selection of single or dual track program delivery in any new French Immersion site shall be determined according to system accommodation circumstances.

- 2.3 Class size, staffing and working conditions for the French Immersion program shall be determined by the collective agreement.

3.0 Registration Procedures

- 3.1 The entire Board area shall be divided into attendance areas for French Immersion. The process for admission shall be congruent with that for the English program.
- 3.2 Advertising for French Immersion shall happen in conjunction with the Board's advertising for English senior kindergarten.
- 3.3 Prior to registration, all parents of children in junior kindergarten or entering senior kindergarten shall receive:
- (i) information on the French Immersion program;
 - (ii) an announcement of any information meetings;
 - (iii) details of the registration procedures.
- 3.4 French Immersion kindergarten meetings shall be scheduled by principals in conjunction with those for the English track program.
- 3.5 In the event that requests exceed the number of available senior kindergarten spaces in a given school, the Superintendent of Education shall determine the resolution using the same options as for other senior kindergarten programs.
- 3.6 Entry into the program at points other than senior kindergarten shall be at the discretion of the principal following assessment and consultation with Board and school personnel.

4.0 Long-Term Accommodation Issues

- 4.1 All decisions made in regards to French Immersion program initiation, phase out or relocation shall be made in consultation with the Superintendents of Education, the French Immersion Advisory Committee, and all other stakeholder groups, and in keeping with policies and procedures established by the Hamilton-Wentworth District School Board.
- 4.2 The criteria for determining site locations for French Immersion programs shall include the following:
- availability: vacant, leased or under-used sites - where space is available and where space is projected to remain available
 - accessibility: good traffic paths to the site - safety
 - community support: demonstrated interest in enrolling
 - accommodation to support program: gym, library, grounds (best interests of student's program)
 - program and accommodation costs
 - grouping: locating junior/middle/secondary sites within short distances of one another
 - distribution: equitable distribution to meet system needs
 - nearness to next school
 - at the secondary level, staffing, enrolment and program organization :where sufficient courses can be offered in French
 - other considerations as relevant

5.0 Administration/Staffing

- 5.1 Class organization, programming, staffing and timetabling in a school offering French Immersion programs shall be the responsibilities of the Principal and the Superintendent of Education.
- 5.2 As opportunities arise in schools with French Immersion, the Board shall support the assignment of bilingual personnel to other existing assignments, such as Learning Resource Centre, Physical Education, Music, Co-operative Education, Information Technology, and administration.

6.0 Program

- 6.1 The Board shall provide centralized program support for French Immersion.
- 6.2 The following program shall be delivered:
 - (i) **French Language Arts** shall be a component of the program in every year at the elementary level. A selection of other subjects are also taught in French.
 - (ii) **Junior Schools**
Classroom instruction in Senior Kindergarten and Grade 1 shall be in French. English Language Arts instruction shall be introduced in Grade 2. The amount of instructional time for English in Grades 2 and 3 shall be a minimum of 225 minutes per week. In Grades 4 and 5, the amount of instructional time for English shall be a minimum of 300 minutes per week.
 - (iii) **Middle Schools**
50% of classroom instruction shall be in French. Where choice of subjects for instruction in French is possible, the determination shall be made by the Principal in consultation with the Superintendent of Education.
 - (iv) **Secondary Schools**
Students shall be required to complete 10 courses within the French Immersion Program, 3 of which must be French Language Arts credits, and 3 of which must be at a senior level, to qualify for the Certificate of French Immersion.

7.0 Support Services

- 7.1 Students requiring special education assistance shall receive support through the appropriate staff assigned to the school following standard processes.
- 7.2 Students enrolled in French Immersion whose needs require special assistance beyond the school level shall have access to:
 - (i) special education services;
 - (ii) central services as provided by the support staff of The Hamilton-Wentworth District School Board and/or other community agencies
 - (iii) special education programs as recommended by an Identification, Placement and Review Committee (if the recommendation is for a self-contained class, then the program is in English).

8.0 Resources

- 8.1 Adequate resource materials for French Immersion shall be acquired for schools by the school principal in consultation with appropriate school and Education Centre staff.

- 8.2 French Immersion needs shall be taken into consideration by the Media Library when ordering materials.
- 8.3 French Immersion translations and adaptations of subject-based curricula shall be funded by the Board. French Immersion teachers shall be encouraged to participate in curriculum writing teams where possible.
- 8.4 A school with French Immersion shall have access to the grant monies provided provincially for the support of the program.

Based on the Board's current Transportation Guidelines, transportation will not be provided for this program.

REFERENCE: Education Act, Section 8.1, subsection 25

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

February 4, 1999

To: Merv Matier, Director of Education and Secretary

From: Ken Bain, Superintendent of Education

Re: Elementary Staffing - September 1999

Recommended Action:

Moved by _____ that Administration begin to hire for the elementary panel in order to staff for September 1999.

Background: The 85 Factor plan and the implications on our budget of the Ministry's Education Funding Model contributed to a delay in hiring last spring. In fact, the hiring process did not begin until June and extended into July and August. Most, if not all boards of education were in the same position. There was a great deal of activity and a sense of urgency in order to hire the very best teachers available. Credit must go to the members of the Human Resources Department who organized the hundreds and hundreds of resumes, dozens and dozens of interviews and the enormous amount of paperwork that this process generates. In addition, appreciation must be given to our principals and vice principals who spent countless hours in June, July and August in order that our schools were staffed with quality teachers.

Issue: Some boards of education have already begun to offer employment to teachers for September 1999. This fact has become quite evident as we have visited the various Faculties of Education (Toronto, Windsor and Brock). We do not want the Hamilton-Wentworth District School Board to lag behind other boards in attempting to hire the very best available teachers. However, we do not want to overhire, thereby placing the board in a difficult financial position.

Rationale: We are seeking approval to proceed with hiring a pool of teachers for September 1999. Although the exact number of teachers that we will require is unknown at this time, I would suggest that the following "formula" be used.

Calculate the "annual attrition rate" (number of retirees as a percentage of the total number of teachers) over the period 1994-1997. (I have not used 1997-1998 because of the unusually high number of retirements the 85 factor generated.) Hire one half that number into a pool of teachers available for positions in September.

Example: Attrition Rate=5%
Total Number of Teachers=2,000
Estimated Number of Retirements=100
Pool hire =50 teachers

Please note: At the time of writing the report, the attrition rate was being calculated. Additional hiring will occur once the number of teaching vacancies becomes known.

Executive Council believes that this is a fiscally responsible approach to hiring and will allow us to enter the competitive market for the best teachers.

11

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: Merv Matier, Director of Education

From: Wayne Joudrie, Superintendent of Education

Date: February 4, 1999

Subject: KIT/MEDIA/LIBRARY SERVICE TRANSITION COMMITTEE

Recommended Action:

Moved by _____, that the following report be accepted for information.

The Kit/Media/Library Services Transition Committee has been meeting regularly throughout the fall period to discuss and determine new directions.

Members of the committee were:

Kathy Watters ----- Prince Philip
 Evelyn Olejnik ----- Media Library
 Scott Sincerbox ----- Curriculum Services
 Jennifer Tinline ----- Paikin Library
 Lesley Cordero ----- I.T. Consultant
 Ken Roberts ----- Hamilton Public Library
 Cherilyn Waterfield ----- Cataloguing Services
 Leslie Ferguson ----- Cataloguing Services
 Nancy Podolsky ----- Kit Services
 Anne MacFarlane ----- Chedoke School
 Karyn Hogan ----- Paikin Library
 Carol Paige ----- E.M.C.
 Susan Ruddle ----- Waterdown D.H.S.
 Laurette Brisson ----- Glendale Sec. School
 Wayne Joudrie ----- Board Office

The items being discussed and the key considerations are:

ISSUES	DIRECTIONS
1. Merging Media Services and Inventory	<ul style="list-style-type: none"> physical move to one location in July '99 merge data base earlier if possible.
2. Single Resource Centre	<ul style="list-style-type: none"> two sites for now—Crestwood for Kit/Media; Board office for Paikin Library
3. Daily System-Wide Delivery	<ul style="list-style-type: none"> maintain current system for remainder of 1998/99 investigate a 3 day/wk schedule for Sept.'99 Kit Services will need 5 day/wk
4. On-Line Cataloguing /Booking/Centralized processing	<ul style="list-style-type: none"> Karyn Hogan to develop an R.F.I. Tech support needs to be dedicated Develop an R.F.P. in Spring '99

5. Curriculum Resource Depository	<ul style="list-style-type: none"> • Archive all Curriculum in Paikin Library commencing Sept.'99
6. Student Transcripts	<ul style="list-style-type: none"> • maintain current system • review in Dec.'99, regarding impact of Trevlac
7. Video Taping/AV Repair	<ul style="list-style-type: none"> • maintain taping with AV repair • AV repair moves to Crestwood in July '99

STAFFING

As part of the committees review, a survey was distributed to all schools and Board Office Staff. The results of the survey identified the following four services as being critical to the system:

- Kit Services
- Media Services
- Library Automation/Centralized Cataloguing
- A.V. Repair.

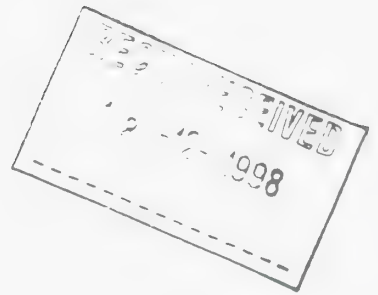
A number of individuals also indicated support for the maintenance of the Professional Research Component of Paikin Library.

Based upon the survey and ensuing discussion, the following is a summary of staffing at 3 key periods: Sept.'98, Jan.'99 and Sept.'99. For the period September-December 1998, there were 18.0 full-time equivalent staff providing service in this area. We were committed to a reduction of 2.0 F.T.E. commencing January, 1999. The reduction in January was in the area of Library Technicians. We reduced from 6.0 Library Technicians to 4.0.

This is a temporary move until the merging of the Media Centres at Crestwood in July 1999. Once the merger occurs, we will be able to reduce the Media Clerk position by one F.T.E. At the same time, we will readjust the Library Technician complement to five F.T.E. Again, the total complement of staff in this area will be 16.0 F.T.E.

SEPTEMBER '98		JANUARY '99		SEPTEMBER '99	
Paikin	<ul style="list-style-type: none"> • 1 Head Librarian • 1 Research Librarian • 1 Lib Secretary • 3 Lib Technicians 	Paikin	<ul style="list-style-type: none"> • 1 Head Librarian • 1 Systems Librarian • 1 Lib Secretary • 2 Lib Technicians 	Paikin	<ul style="list-style-type: none"> • 1 Head Librarian • 1 Systems Librarian • 1 Lib Secretary • 4 Lib Technicians
Media	<ul style="list-style-type: none"> • 1 Lib Technician • 2 Media Clerks • 1 AV Technician 	Media	<ul style="list-style-type: none"> • 1 Lib Technician • 2 Media Clerks • 1 AV Technician 	Crestwood	<ul style="list-style-type: none"> • 1 Lib Technician • 2.5 Media Clerks • 1 Kit Admin • 1.5 Kit Technicians • 1 Kit Helper • 2 AV Technicians
Kit	<ul style="list-style-type: none"> • 1 Kit Admin. • 1 Kit Technician • 1 Kit Helper 	Kit	<ul style="list-style-type: none"> • 1 Kit Admin. • 1 Kit Technician • 1 Kit Helper 		
E.M.C.	<ul style="list-style-type: none"> • 2 Lib Technicians • 2 Clerks • 1 AV Technician 	E.M.C.	<ul style="list-style-type: none"> • 1 Lib Technician • 2 Clerks • 1 AV Technician 		
TOTAL F.T.E. = 18.0		TOTAL F.T.E. = 16.0		TOTAL F.T.E. = 16.0	

#12



Stepping

**Your Guide to Ontario's
New Standards for
High School**



Ministry of Education
and Training

Looking



STARTING HIGH SCHOOL IS AN exciting time — you'll have many new opportunities and new challenges. And beginning in 1999, new standards for education will be introduced in high schools across Ontario. There will be another big change as well: like students in other provinces, students in Ontario will complete high school in four years instead of five.

The new high school program will be introduced in Grade 9 in September 1999 and will be phased in over the following three years in the higher grades. This guide will help you and your parents' prepare for the new four-year program and the new curriculum. It provides an overview of how courses in each grade will build towards the next, preparing you for your postsecondary goal, whether it be college, university, apprenticeship, or the workplace.

The new program recognizes that students enter high school with different strengths, interests, and goals. Now, you'll be able to select courses that suit your needs and that take you gradually towards your goal through an increasingly specialized four-year program.

Throughout this booklet, the word *parents* is used to stand for parent(s) and guardian(s).

In addition to the challenging new curriculum, Ontario's new standards for high school will now provide greater opportunities for cooperative education, work experience, and apprenticeship training. There will also be a new requirement for community involvement to help you explore and expand your interests, and to prepare you for responsible citizenship.

Ontario's new standards for high school have been developed in consultation with teachers, parents, employers, and representatives from colleges and universities to ensure that your education is relevant to today's changing world.

Throughout high school, you will be working with your parents and a teacher to help you make your course selections and to develop an annual education plan. Preparing the plan will help you develop your interests and identify future educational and career opportunities. It will ensure that you are taking the courses you need to progress smoothly through high school and towards your goal.

The new standards for high school are designed to ensure that you receive an excellent education. An Ontario education will be your passport to jobs, hope, opportunity, and growth in the twenty-first century.



Please Note:

Information in this guide applies to
students starting Grade 9 in the
1999-2000 school year or later.



Choosing

12-4

and Planning for the Future

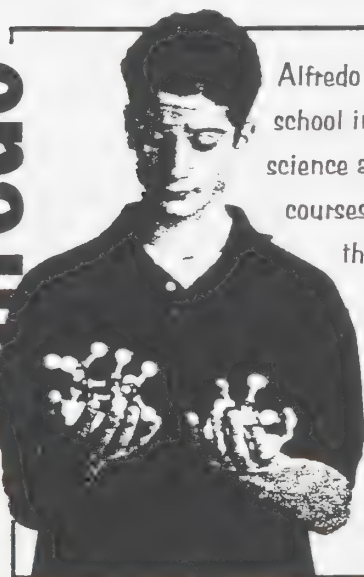
Making Choices in Grades 9 and 10

As you prepare for Grade 9, you will have some interesting choices to make. You will have the opportunity to explore your interests and think about your future goals while keeping as many options as possible open for the future. All Grade 9 courses build on the Grade 8 curriculum, and all will require you to meet rigorous standards as they prepare

you for studies in the senior grades.

In disciplines such as the arts, health and physical education, and business studies, all students will take the same type of course, called an *open* course. In the core subjects, however, students will now be able to choose

Alfredo



Alfredo is interested in radio, television, and music, and has done well at school in the arts. Because he also enjoyed concrete learning activities such as science and technology projects in Grades 7 and 8, he decides that the applied courses might be best for him in Grade 9. He is happy with his results in these courses, and enjoyed his job-shadowing experience at a recording studio in Grade 9 as well. After discussing his options with his teacher-adviser and his parents, Alfredo once again chooses applied courses in Grade 10, including the prerequisites for the college preparation courses. Alfredo has discovered that there are a variety of college programs in broadcasting that appeal to him, and is looking forward to being accepted into one of them.



Academic Courses

In an academic course, you will learn the essential concepts of a subject and explore related material as well. Although your knowledge and skills in the subject will be developed through both theory and practical applications, the emphasis will be on theory and abstract thinking as a basis for future learning and problem solving.

between two different types of courses — *academic* and *applied*. Academic and applied courses will give students the opportunity to experience two different ways of learning: academic courses draw more heavily on theory and abstract examples and problems, while applied courses focus more on practical applications and concrete examples.

For Grade 9, you will choose between academic and applied courses in math, English, science, geography, and French. (History is offered in Grade 10.) You are free to take the academic course in some subjects and the applied course in others.

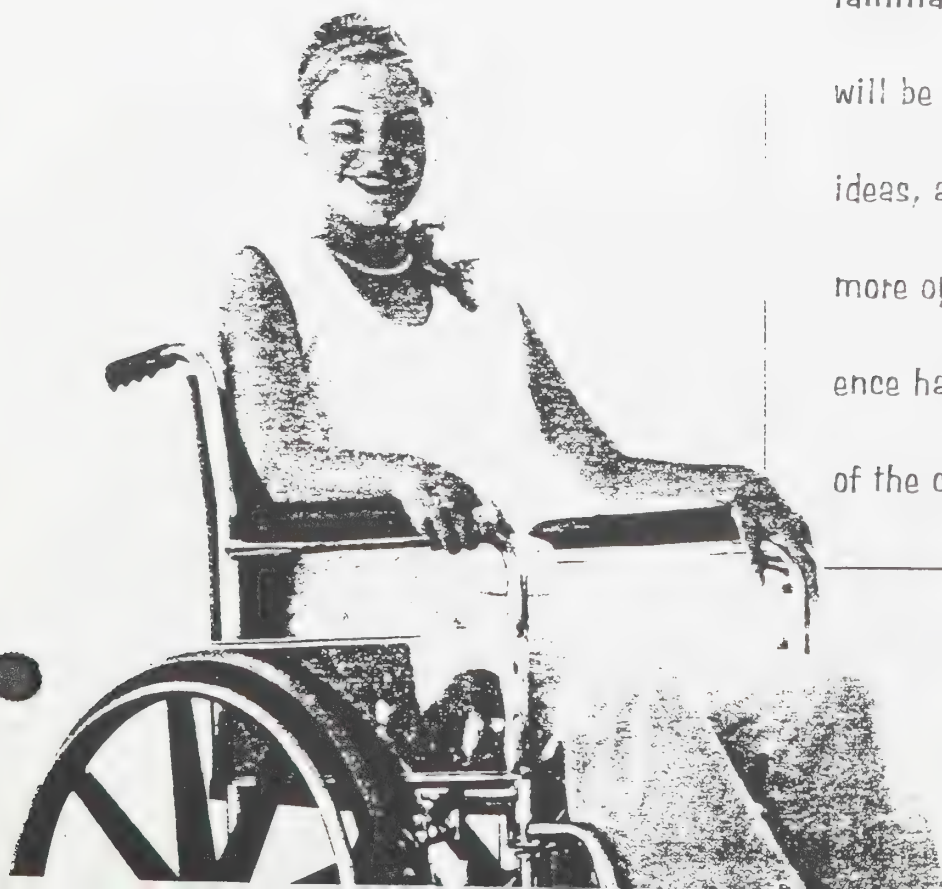
Your experience in academic and applied courses in Grade 9 will give you the information you need to select the type of course in Grade 10 that will best suit your strengths, interests, and goals. As long as you successfully meet the expectations in a Grade 9 applied or academic course, you can go on to take either type of course in Grade 10.

When you are part way through Grade 9, you will choose your courses for Grade 10. Your Grade 10 courses will prepare you in specific ways for Grades 11 and 12 and

for what you want to do when you *finish* high school — go to college or university, become an apprentice, or find a job. You can think of your Grade 11 and 12 courses as the pathways to your postsecondary destination. Many of these courses will require you to have successfully completed a particular course in Grade 10 (a “prerequisite”), so you’ll have to make sure that the Grade 10 courses you *want* will get you into the senior courses you *need*.

Applied Courses

An applied course covers the essential concepts of a subject. Knowledge and skills will be developed through both theory and practical applications, but the focus will be on practical applications. In applied courses, familiar, real-life situations will be used to illustrate ideas, and you will be given more opportunities to experience hands-on applications of the concepts you study.



Grade 11 and 12 Courses: Pathways to Your Destination

In Grades 11 and 12, you will be able to choose from among *workplace preparation*, *university/college preparation*, *college preparation*, and *university preparation* courses.

WORKPLACE

Workplace preparation courses prepare you to move directly into the workplace after high school or to be admitted into apprenticeship programs or other training programs in the community. Courses focus on employment skills and on practical workplace applications of the subject content. Many workplace preparation courses involve cooperative education and work experience placements (*see page 17*), which allow students to get first-hand experience in a workplace.

UNIVERSITY/ COLLEGE

University/college preparation courses are offered to prepare you to meet the entrance requirements of certain university and college programs. They focus on both theory and practical applications. Information about the programs for which these courses are designed to prepare you will be available from the guidance or student services staff at your high school.



COLLEGE

College preparation courses provide you with the knowledge and skills you need to meet the entrance requirements for most college programs. Courses focus on practical applications and also examine underlying theories.

UNIVERSITY

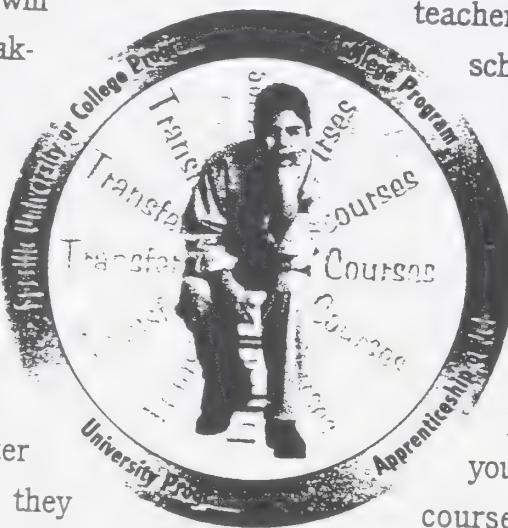
University preparation courses provide you with the knowledge and skills you need to meet university entrance requirements. Courses emphasize theoretical aspects of the subject and also consider related applications.



What if my interests change?

Over the course of your four years in high school, your interests and goals might change as you gain experience and learn about new career options. If this should happen, you will be able to change pathways by taking a transfer course. Transfer courses will allow students who are taking one type of course in Grade 10 or 11 to switch to another type in the same subject in the next grade.

Transfer courses are more focused and shorter than regular courses, as they are designed to cover only the additional course content that bridges the gap between two course types. Transfer courses will be delivered in a variety of ways. Students will receive a partial credit for a successfully completed transfer course. Credits earned through transfer courses will qualify as optional credits towards the diploma requirements.



Where can I get help in making decisions?

For help in deciding on the courses that are best for you, you can talk to teachers, principals, and guidance counselors, or to your teacher-adviser. Another new feature of the Ontario high school program is the introduction of the teacher-adviser program in all schools across the province (see page 14). Your teacher-adviser will work closely with you and your parents to help you plan your courses, set goals, and keep track of your progress. Remember, until you reach the age of 18, your course selections must be approved by a parent or guardian.

Now that you've learned about some of the features of the new high school program, read on. The following sections provide important additional information that you'll need in order to plan ahead...

High School

Requirements



The high school program is based on a credit system. Students must earn a total of 30 credits (one for every 110-hour course successfully completed) to obtain a high school diploma. Eighteen of the credits are compulsory, earned in a specified number of courses from a list of subjects that every student must take. The remaining 12 credits are optional, earned in courses that the student may select

from the full range of courses offered by the school.

In Grade 9, most students will take a total of eight courses for eight credits.

Students must also complete 40 hours of community involvement activities and must pass the Ontario Secondary School Literacy Test, which is taken in Grade 10.



Dita has always been interested in the way buildings are designed, and enjoys sketching them. In Grade 9, she takes an art course and tries the academic courses in her core subjects. Building on her success in these courses, she continues with academic courses in Grade 10. In talking with her parents and the teacher-adviser, Dita thinks that she may be interested in engineering and architecture. In Grades 11 and 12, Dita takes university preparation courses, hoping that she will do well enough to be accepted in university, and knowing that if she changes her mind, there will be other options open to her.

The Credit System

Compulsory Credits (total of 18)

- 4 credits in English (1 credit per grade)
 - 1 credit in French as a second language
 - 3 credits in mathematics
(at least 1 credit in Grade 11 or 12)
 - 2 credits in science
 - 1 credit in Canadian history
 - 1 credit in Canadian geography
 - 1 credit in the arts
(music, art, drama, or dance)
 - 1 credit in health and physical education
 - 1/2 credit in civics and 1/2 credit in career studies
- PLUS:**
- 1 additional credit in English, *or* a third language, *or* a social science, *or* Canadian and world studies
 - 1 additional credit in health and physical education, *or* business studies, *or* the arts (music, art, drama, or dance)
 - 1 additional credit in science (Grade 11 or 12) *or* technological education (Grades 9–12)

Ontario Secondary School Literacy Test

Students will take the Secondary School Literacy Test in Grade 10. Students must pass the test in order to graduate, and their result is recorded on their student transcript. Students who do not complete the test successfully will receive remedial help to prepare them for retesting. The literacy test requirement is additional to the 30 credits needed for a high school diploma.

The literacy test evaluates students' reading and writing skills based on curriculum expectations in language and communications up to and including Grade 9. ESL students will take the test only when they have reached this level in their language studies. Accommodations will be made for students in special education programs.

Optional Credits (total of 12)

In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets university, college, apprenticeship, or work requirements.

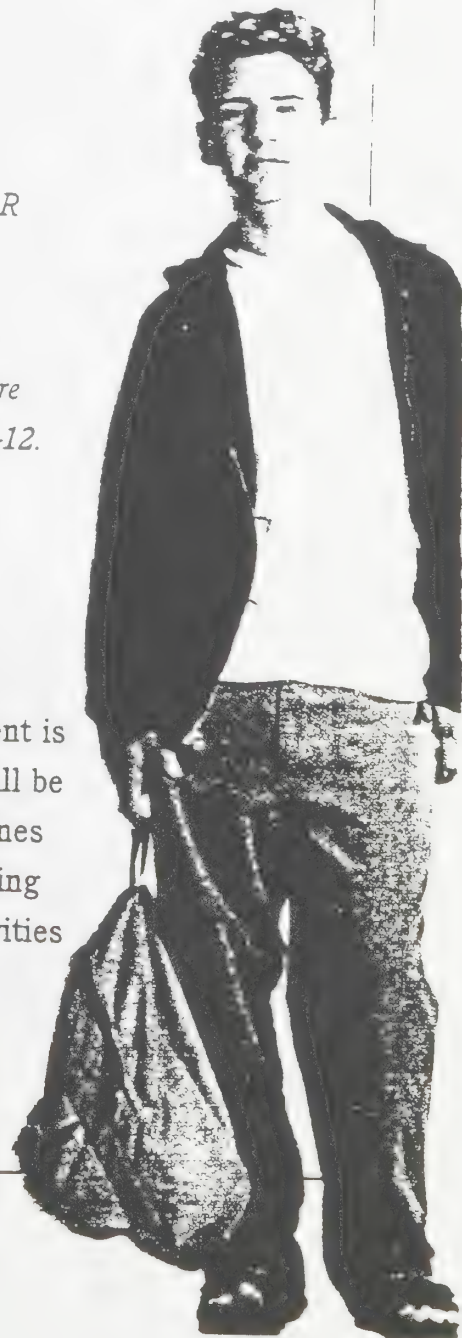
Prior Learning Assessment and Recognition (PLAR)

Students may receive a credit without taking a course if they can demonstrate that they have the skills and knowledge from prior learning to meet the expectations for the course set out in the provincial curriculum. To receive a credit through the PLAR process, students are assessed through a formal test, along with other methods of evaluation appropriate to the subject.

Students may obtain a maximum of four credits through the PLAR process, but no more than two in one subject area. The PLAR process applies only to courses in Grades 10–12.

Community Involvement Activities

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is additional to the 30 credits needed for a high school diploma. Students will be able to choose their own community involvement activities, within guidelines that will be provided by the school. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a form supplied by the school.



Getting Help

12-13

the Way

The Teacher-Adviser

As of September 1999, all students in Grade 9 will have a teacher-adviser. (The teacher-adviser program, already in place in Grades 7, 8, and 9 in some schools, will be available in those grades in all schools by September 1999, and will be phased in over the following two years in Grades 10 and 11.) The teacher-adviser will help students make the transition from elemen-

tary to high school and will assist them and their parents in making decisions about courses and future goals.

The teacher-adviser will maintain regular contact with students throughout the school year in order to monitor their progress in their course work and in other aspects of school life as well, and to help

Jean-Claude



Jean-Claude has always been a very independent person and is not sure what he would like to do in the future. He has many ideas, his interests change frequently, and he usually does well at whatever he is interested in and likes to do. In Grades 9 and 10, Jean-Claude takes applied courses. In Grade 11, he takes college preparation courses and participates in a Junior Achievement company. During his Grade 11 year, Jean-Claude discovers his interest in economics and entrepreneurship and focuses in on business as his goal. He realizes that the postsecondary possibilities he is interested in are offered primarily at the university level, and decides to change his program from college preparation to university preparation. Together with his guidance counsellor, he identifies the transfer courses that he will have to take in order to change pathways. Jean-Claude hopes to be accepted into a business program at a university.

them complete their annual education plan. The teacher-adviser will serve as a key school contact for parents.

If a student needs additional assistance in order to succeed in high school or in planning short- or long-term goals, the teacher-adviser will refer him or her to a guidance counsellor and/or other staff.

The Annual Education Plan

Every student in Grades 9–12 will prepare an annual education plan with assistance from parents and the teacher-adviser. (The program will be in place in Grades 7–9 by September 1999, and will be phased in over the following three years in Grades 10–12.) The planning process will help students set goals and review and assess their achievements and progress along the way. The plan will identify:

- the student's goals for academic achievement,
- course selections for the following year,
- co-curricular activities and ways of exploring careers that are of interest to the student (including cooperative education and work experience programs),
- possible postsecondary education or work goals.

Guidance and Career Education

All Ontario high schools have guidance or student services staff. Guidance counsellors can provide students with detailed information about various careers and about the course selections that will prepare them for entry into those careers. In addition, students will be required to take a half-year or half-semester career studies course in order to graduate.

Visits to the high school by guest speakers and representatives from colleges and universities, student tours of colleges and universities, visits to workplaces, and conferences and workshops on career opportunities arranged by the school board will provide students with additional career information.

Special Education

A student who participates in special education programs and services in Grade 8 can continue to do so in high school. As in elementary school, an Individual Education Plan (IEP) will be developed and maintained, based on a thorough assessment of the student's strengths, needs, and interests. It will

Identify what the student is expected to learn and will explain how the special education program and services will help him or her achieve the learning goals and expectations set out in the plan. The student's annual education plan will be developed on the basis of the IEP. For students with disabilities who are fourteen years of age or older, the IEP will include a coordinated plan to help prepare the student for living independently in the community and to facilitate the transition to postsecondary education or the workplace.

Remedial Help

Students in Grade 8 who are not receiving special education services but need additional help to meet curriculum expectations will continue to receive remedial help in high school. It is very important for students and their parents to review all the programs and services offered through the board and, with the help of their elementary and high school principals, to arrange to participate in the ones that best suit their needs. Students who are not achieving at a reasonably high level in their high school courses may also need remedial help to be successful in the next grade, especially if they want

to move from one course type to another. Students in this group should talk to their teacher-adviser about the programs and services offered in the school. Peer tutoring services or a mentoring program may be available, and some schools may offer a course in learning strategies.

Parents of students who continue to find course work too difficult can ask for a review to determine whether special education services are needed. If they are, an Individual Education Plan (IEP) will be developed. The teacher-adviser and the special education teacher can help students choose courses and will work with them and their parents to develop an annual education plan.



Cooperative Education and Other Workplace Experiences

Cooperative education and work experience programs offer students another way of expanding their interests and exploring their career options.

Cooperative education is a planned learning experience in the community that complements and enhances school

courses and provides students with an opportunity to learn and to apply their skills and knowledge in practical situations. Courses in various disciplines may be offered through the cooperative education program, which can benefit all students, whatever their postsecondary

Sarah



Sarah has always liked to fix and make things. She also enjoys and has done well in math and science. In Grade 9, Sarah takes a mix of applied and academic courses—academic in math and science and applied in English and geography. Uncertain as to whether she wants to go to college or get a job after high school, she continues with the same combination of academic and applied courses in Grade 10. After completing a work experience placement in her science course and talking with a guidance counsellor, Sarah decides to apply for an apprenticeship program and plans a combination of college and work preparation courses for Grades 11 and 12. She meets with her guidance counsellor regularly to ensure that she has the right combination of in-school courses, work experience, and cooperative education to meet both her diploma and her apprenticeship requirements. Upon graduation, Sarah will have the choice of continuing her apprenticeship training or entering a college program.

destination. Students receive credit based on evaluations of their performance in the work placement.

Work experience can also be gained through short-term work placements (from one to four weeks) that complement classroom instruction in a given course and are evaluated as part of the student's work in that course.

The **Ontario Youth Apprenticeship Program** enables students in Grades 11 and 12 to complete their high school diploma while starting their apprenticeship training. Students earn credits for their workplace experience in the apprenticeship program, and the time they spend in the placement counts towards their apprenticeship training requirement.

More detailed information about work placements can be obtained from your local high school.



Some Terms You Should Know

Annual education plan (AEP):

A plan that students in Grades 7-12 will develop every year to identify their goals and their course choices. (See page 15.)

Course codes: Each course has a five-character identification code in which the first three characters refer to the subject, the fourth character refers to the grade or level, and the fifth character refers to the type of course. (Some schools may add a sixth character.) Course codes will be given in the school course calendar for all courses offered by the school.

Credit: A credit is granted when a course of at least 110 hours (that is, a regular full-year or full-semester course) is completed successfully. A partial credit may be granted for a shorter course.

Ontario Student Record (OSR):

Every Ontario school keeps an official record for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and the Municipal Freedom of Information and Protection of Privacy Act.

Ontario Student Transcript (OST):

The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates.

In Grades 9 and 10, only successfully completed courses will be recorded on the student transcript. If a student withdraws from or fails to successfully complete a Grade 9 or 10 course, no entry will be made on the transcript.

In Grades 11 and 12, all courses taken by the student, whether successfully completed or not, will be recorded on the transcript. If a student withdraws from a Grade 11 or 12 course before a specified time, the withdrawal will not be recorded.

A student's final result on the Ontario Secondary School Literacy Test (to be taken in Grade 10), as well as confirmation that the student has completed the community involvement requirement, will also be included in the student transcript.

Prerequisite courses: These are courses that students are required to take before they can enrol in certain courses in Grades 11 and 12. Prerequisite

courses are identified in school course calendars. When choosing courses in Grades 10 and 11, students should be careful to select the prerequisites that will allow them to pursue the courses they want to take in the higher grades.

School course calendar: Every high school in Ontario distributes an annual course calendar, which describes the courses offered by the school in the coming year. The calendar also provides information on school policies; sets out expectations about students' responsibilities; achievement, and attendance; and outlines the school's code of student behaviour.

Semestered and non-semestered schools: *Semestered schools* are schools that offer courses on a half-year basis. Students normally earn four credits in the first semester, from September to January, and another four credits in the second semester, from February to June. *Non-semestered schools* are schools that offer courses on a full-year basis. Students normally earn eight credits during the school year, from September to June.

Diploma Requirements and Course Types

- To be granted a high school diploma, you must:
 - earn 18 compulsory credits:
 - earn 12 optional credits:
 - complete 40 hours of community involvement activities:
 - pass the Ontario Secondary School Literacy Test.
- Most Grade 9 students will take 8 subjects for 8 credits.
- You will earn one credit for each 110-hour course that you complete successfully.
- Your 12 optional credits will be earned in courses of your choice. They will reflect your particular interests and goals.
- In Grades 9 and 10, there are three types of courses: academic, applied, and open. In Grades 11 and 12, there are five types of courses: university preparation, university/college preparation, college preparation, workplace preparation, and open. Think of your Grade 11 and 12 courses as pathways to your postsecondary destination.
- Every course that your high school offers is described in the school's course calendar.

Preparing for High School:

A "TO DO" LIST

- Carefully review the information in this booklet with your parents.
- Find out what courses are offered for Grade 9 students in the high school you are planning to attend.
- Consider which of the Grade 9 courses offered can be taken as compulsory credits.
- Think about the subjects that interest you and that you might want to pursue in high school.
- Reflect on your study habits and your educational strengths.
- Understand the difference between academic and applied courses.
- Keep in mind the requirements for a high school diploma.
- Ask questions and get information and advice from your teachers and guidance counsellors.
- Make your course choices for Grade 9.

Your Work Habits: A Self-Assessment

Understanding the way you learn and the kinds of work habits you have is an important part of preparing for high school. Good work habits will help you succeed in Grade 9. Do this quick self-assessment and see where there is room for improvement.

Work habits that will help me succeed:	I already do this	I could do better
I do homework every night.		
I complete projects on time.		
I participate in class discussions.		
I ask questions when I don't understand.		
I study for tests.		
I get extra help when I need it.		
I cooperate with teachers.		
I work well with classmates.		



Choosing Your Courses

What are the subjects in which you have a choice between academic and applied courses?

Applied and academic courses are offered in mathematics, English, science, French as a second language, geography, and history.

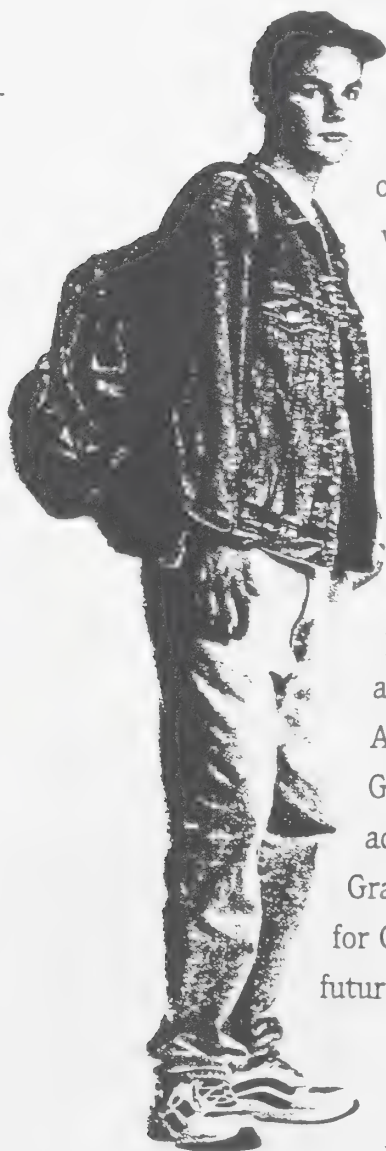
How will you decide which type of course —academic or applied—is best for you?

Your choice will depend on your strengths, your interests, and the way you learn best. Remember that you can choose different course

types in different subjects — or the same type in all subjects.

Your parents, teachers, guidance counsellor, and principal can provide you with more information, strategies for making decisions, and an opportunity to discuss your ideas about the choices you have to make.

The new system is designed to keep as many doors to postsecondary destinations open as possible, for as long as possible. Academic and applied courses in Grade 9 will prepare you for both academic and applied courses in Grade 10. The courses you choose for Grade 10 will be linked to your future goals.



Here is a chart to help you keep track of your choices. The smaller chart, below, has been completed to give you an example of one student's Grade 9 course selections. Your choices may be very different. To complete your own chart, you will need the course descriptions for the courses your high school offers for Grade 9 students. These can be found in the high school's course calendar, or may be available from the principal of your elementary school.

My Grade 9 subjects	Course type: academic, applied, or open?	Is it a compulsory credit or an optional credit?
1. English	academic	compulsory
2. math	applied	compulsory
3. science	applied	compulsory
4. French	academic	compulsory
5. geography	academic	compulsory
6. Native studies	open	optional
7. technological education	open	compulsory
8. health and physical education	open	compulsory
9.		

My Grade 9 subjects	Course type: academic, applied, or open?	Is it a compulsory credit or an optional credit?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Where to Go for Help

12-23

Your parents or guardians:

Your parents or guardians are your best allies. They've known you longer than anyone and want the best for you.

Your Grade 8 teachers:

Your Grade 8 teachers know your educational strengths and how you learn best. Interview them!

Your guidance counsellor:

Guidance counsellors (at your elementary school or your secondary school) can answer your questions about high school and help you make choices that are right for you. Make an appointment!

Attend an information night:

Most high schools and elementary schools will host an information night about the Grade 9 program. You will learn about what is expected from you as a high school student, as well as about the many opportunities that will be available to you during the next four years.

Tour your local high school:

A tour is a great way to see education in action. Many schools offer planned tours for new students, which may include sitting in on Grade 9 classes.

Check out the high school's website:

Find out if the high school has its own website. If it does, you can find out about the school's program, the staff, important dates and events at the school, and school policies and procedures. An e-mail address for the school is usually posted and offers a handy way for you to get answers to your questions.



Cette publication est également offerte en français sous le titre suivant : *Passer au secondaire. Guide sur les nouveaux standards des écoles secondaires de l'Ontario*

This publication is available on the Ministry of Education and Training's World Wide Web Site at <http://www.edu.gov.on.ca>

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1999

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

**URBAN
MUNICIPAL**

EDUCATION COMMITTEE

MARCH 4, 1999

7:00 p.m.

A G E N D A

7:00 p.m.

1. Call to Order
2. Approval of the Minutes of February 4, 1999
3. Business Arising from the Minutes
4. Approval of Agenda

J. Bishop

DELEGATION:

5. D. Agostino re adult student attending Delta Secondary School

ACTION ITEMS:

- | | |
|--|------------|
| 6. Report of the Early Learning Advisory Committee | K. Bain |
| 7. Curriculum Processes Transition Committee: Reports of the Instrumental Music/Strings and Design Technology/Family Studies Work groups | K. Croxall |
| 8. Apollo Alternative Education Pilot Project – Research Component | K. Bell |
| 9. Factors that Mediate Success for Exceptional and At-Risk Students – Psychological Services | M. Botting |
| 10. Delivery of Vocational Education for the 1999-2000 School Year | E. Bond |
| 11. Request for Participation in a Survey Conducted by the Ontario Family Studies Leaders' Council – Delta Family Studies Parenting Course | E. Bond |
| 12. Recommendations of Teacher Advisor Committees | |
| 13. Staffing Report – Full Time Equivalent Positions | D. Grant |
| 14. Plant Services Re-organization | T. Cupido |
| 15. Trustee Representation – Early Identification Policy Committee | K. Bain |
| 16. Trustee Representation – Anaphylaxis Policy Committee | M. Botting |

CORRESPONDENCE:

DISTRIBUTION:

17. **Public Questions for Clarification**

Future Meetings:

Business Committee
Board

March 11, 1999

March 25, 1999

Special Education Advisory Committee

March 31, 1999

7:00 p.m.

8:00 p.m.

7:15 p.m.

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**MINUTES OF THE EDUCATION COMMITTEE
FEBRUARY 4, 1999**

Those present: Judith Bishop (Chair), Janice Dewar, Eleanor Johnstone, Joseph Rogers, Bruce Wallace and Ray Mulholland.

Also present: Heather Bullock and Reg Woodworth.
Elad Gafni, Student Trustee

In attendance: Merv Matier (Director of Education and Secretary), Marguerite Botting (Superintendent of Instructional Services), Ken Bain (Superintendent of Education – County West), Ken Bell (Superintendent of Education – City West), Elizabeth Bond (Superintendent of Education – Secondary East), Nora Campbell (Superintendent of Education – Mountain West), Wayne Joudrie (Superintendent of Education – City East) and Ken Waters (Superintendent of Education – Secondary West).

Also in attendance:
D. Russon, Manager of Human Resources

The Chair called the meeting to order at 7:00 p.m.

2. Approval of Minutes of December 3, 1998

It was moved by J. Rogers: That the minutes of January 7 and 21, 1999 be approved.
CARRIED.

3. Business Arising from the Minutes - Nil.

4. Approval of Agenda

It was moved by B. Wallace: That the agenda be approved.
CARRIED.

DELEGATION:

5. The Phase-out of Middle Schools

Following L. Ainsworth's presentation, the Chair called for questions of clarification.

L. Ainsworth responded to a question that, as a parent, she would prefer to have one class for each of grades 6, 7 and 8 rather than a range of program offerings. She added that much of what had been the ideal offerings for the middle schools was being watered down, i.e. social workers, psychological consultants, etc.

It was moved by B. Wallace that the Delegation regarding the Phase-out of Middle Schools be referred to Administration.
CARRIED.

ACTION ITEMS:

6. Ontario Youth Apprenticeship Program (OYAP) Presentation

K. Waters, indicating that a grant of \$74,000 has been allocated from the Ministry of Education and Training to provide support for this program, reported that a presentation on the program will be made at a future meeting.

7. Secondary School Reform

E. Bond introduced the four members of the secondary school reform team – Suzanne Dube, Administrator-Curriculum Implementation; Krista Brodersen, Special Assignment Teacher-Curriculum Implementation; Kathie Hibbins, Special Assignment Teacher-Teacher Advisor System; and Bob Macoritti, Special Assignment Teacher-Vocational Education. Each provided a brief update.

K. Hibbins spoke to the teacher advisor program that is to be in place for grades 7-9 beginning September, 1999, the implementation being a 3 year process. The role of the teacher advisor is to have regular contact with a small group of students to monitor academic progress towards their goal completion and other aspects of the student's school life. Also, the teacher advisor will assist the students with the completion of the annual education plan as well as referring students who require additional assistance to the teacher-counsellor and/or administration. The Ministry will be providing resource documents with the expectation that the final documents will be available in May or June, 1999. Two committees have been formed – one for grades 7 and 8 and one for secondary schools. Each Committee has prepared draft system guidelines which have been shared with the appropriate staffs and schools have been provided with the resources. In-service for school representatives on the annual education plan is expected by late spring.

S. Dube spoke to the implementation plan relative to the timelines and the planning to date to facilitate the process in this Board. The team has been studying the documents for comparisons between the applied and academic courses to see how and where the basic level fits in and developing a gap analysis relative to where grade 8 has been completed and to what it has been identified as be done at the grade 9 level to address the gaps. Development of the annual education plan for each student and individual education plans for each special needs student require time and inservice for full and successful implementation. The Ministry indicated that the policy/curriculum documents would be out in October but nothing has been received as yet. The training by the province that was to begin February 2 has been re-scheduled to early March. Because of these delays, the team has needed to move ahead to prepare a local implementation plan.

K. Brodersen concurred that the team has been active in the implementation process. Current information on secondary school reform has been presented to both secondary and elementary school principals plus a newsletter to parents, student and teachers. From draft curriculum policy documents taken from the internet, comparisons have been developed. Grade 8 parent night presentations have been scheduled through February and March. The team has also visited various subject head meetings and will inservice school teachers on assessment, evaluation and reporting.

B. Macoritti noted that the major impact secondary school reform will have on identified students. Only applied and academic courses will be offered; the basic level program will no longer exist. While modification of the programs will be required to meet the needs of these students; there will be a number of students who won't be successful. Curriculum has not as yet been identified for these students, nor has any policy arrived as yet that explains the process of creating and identifying these courses. It is the responsibility of the school to set out the student's needs and requirements for his/her education. New in this process is the student literacy test which will be given to all grade 10 students and which will be based on grade 9 expectations. A graduation diploma will not be granted without passing this test. A student who fails the test can re-take the test as many times as he or she wishes. A committee is looking at basic level education to give

some direction on these courses within secondary school reform. One of the major concerns is the time and human resources required to comply with all the requirements, i.e. principals are responsible for having an individual plan within 30 days of a student entering the school.

At the Chair's request, E. Bond read a letter written by the Principals' Council Twenty-One to the Minister of Education and Training asking that the full implementation of Secondary School reform initiatives be delayed for at least one full year.

A trustee, while noting that the frustration with the lack of information from the Ministry despite the September 1999 implementation date, believed that there was little probability of the government delaying the implementation; however, there may be some room for amending how much is to be implemented.

Discussion took place on the literacy test and the impact on the alternative programs. The test is seen by the government as an accountability tool in an attempt to maintain the integrity of the high school diploma by ensuring students with a diploma can function at a certain level. It was noted that a board could create other certificates or awards to recognize students who have achieved some other level of success. However, passing the Literacy Test will be required to receive the Ontario High School Diploma.

In response to a trustee's concern, B. Macoritti acknowledged that the gap analysis referenced earlier is critical for those students entering grade 9 relative to the curriculum to be presented. The committee is working with the elementary schools to determine what expectations have been covered and where the gaps are that need to be addressed to ensure that students who are entering grade 9 are successful. Math and science are the subjects of most concern.

Responding to a question as to whether the government might effect a partial implementation of the program given the significant timeline problems, E. Bond noted that there are some areas where people feel reasonably comfortable while there are other areas that require piloting and validation for a year. Partial implementation would make sense.

It was moved by B. Wallace that the Board endorse the letter to the Minister of Education and Training from the Principals' Council Twenty One recommending that the full implementation of Secondary School reform initiatives be delayed for at least one full year.

E. Bond referenced the 40 hours of community service that is going to be required, noting her understanding that it will not be the school board's responsibility to keep track of the 40 hours; however, as part of the credit granting element, there has to be a way to ensure that the 40 hours have been calculated.

To the motion, CARRIED.

8. Staffing Report – Full Time Equivalent Positions

D. Russon reviewed the report, noting the following change:

- Teacher Assistants – 376.00 (not 383.50)

Total Full Time Equiv. Positions – 4,880.97

D. Russon confirmed that the teacher assistant line does not reflect additional hirings from the new monies put into the budget at the last meeting.

It was moved by B. Wallace: That the January, 1999 Staffing Report – Full Time Equivalent Positions be received for information purposes.

CARRIED.

9. The Hamilton-Wentworth District School Board EQAO Action Plan

Noting that she was sharing this portfolio with K. Beil, M. Botting introduced the report. K. Beil pointed to some common threads throughout the material, i.e. the need to increase parental involvement and to ensure students have a wide range of assessment experiences, etc. He noted the aim of these assessments is to improve student performance.

W. Dowling then reviewed the details of the report.

The Chair attested to both the hard work of the Committee and their scrutiny of the report.

It was moved by B. Wallace that The Hamilton-Wentworth District School Board EQAO Action Plan be approved.

The Committee was thanked for their work in their analysis of the data and especially for the directions that have resulted.

To the motion, CARRIED.

10. French Immersion Policy

In K. Croxall's absence, M. Matier presented the report, noting that the Joint Advisory Committee's recommendation that it be clearly stated that transportation is not provided for this program. This has been incorporated into the Operating Procedures.

It was moved by E. Johnstone that the French Immersion Policy be approved as recommended by Executive Council and the Joint Advisory Committee.

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board that:

- (a) the Early French Immersion program begin in senior kindergarten;**
- (b) the Board provide a continuous French Immersion program through to the end of the secondary level;**
- (c) students with some French competency wishing to enter French Immersion at a time other than senior kindergarten must request assessment prior to entering the program.**

CARRIED.

11. Elementary Staffing – September, 1999

K. Bain presented the report.

It was moved by J. Dewar that Administration begin to hire for the elementary panel in order to staff for September 1999.

K. Bain responded to a question that there would be no benefit in delaying approval of this request to the end of February.

To the motion, CARRIED.

12. Kits/Media/Library Service Transition Committee Report

W. Joudrie presented the report.

It was moved by E. Johnstone that the report of the Kit/Media/Library Service Transition Committee be approved.

It was noted that the motion was approving the directions outlined in the report and was different from the recommended action in the report.

During discussions, W. Joudrie concurred that moving the Paikin Library to another location was one of the considerations of the Committee; however, a single location that would address all the issues and house the material appropriately was not available. Such a move would be considered should something become available in the future.

To the motion, CARRIED.

13. Public Questions for Clarification

It was confirmed for M. Clarke that the delegation presentation had been referred to administration.

The meeting then adjourned at 8:35 p.m.

rm

DELEGATION

EDUCATION COMMITTEE
1999 03 04

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DOMINIC AGOSTINO, M.P.P.
HAMILTON EAST

February 16, 1999

Hamilton-Wentworth District School Board
Mr. Merv Matier, Secretary of the Board
100 Main St. W.
Hamilton, ON
L8N 3L1

Via Fax: 521-2539

Dear Mr. Matier:

Please note: Brief was not received at 4:30 p.m. on Friday, February 26, 1999. Mr. Agostino's office was not able to give us an indication as to when it might be received this evening.

I am requesting to appear before the Committee at the Thursday, March 4, 1999 meeting.

I will be accompanying Melissa Revill who has become the victim of the educational system that will not allow her to continue the second semester at Delta Secondary School because she is 21 years of age.

A written presentation will be submitted prior to the Committee Meeting. Please contact me as soon as possible to the exact date and time.

I look forward to hearing from you.

Sincerely,

A handwritten signature in dark ink, appearing to read 'D. Agostino', written over a horizontal line.

Dominic Agostino, M.P.P.
Hamilton East

DA/jb
cc: Melissa Revill

ACTION ITEMS

EDUCATION COMMITTEE
1999 03 04

6

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

March 4, 1999

To: Merv Matier, Director of Education and Secretary

From: Ken Bain, Superintendent of Education

Re: **Early Learning Advisory Committee Report**

Recommended Action:

Moved by _____ that the Early Learning Advisory Committee Report be approved.

Background:

In June, the Junior Kindergarten Transitions Committee recommended the formation of an Early Learning Advisory Committee. Trustees supported that recommendation and passed an additional motion that stated that the committee's membership had to be comprised of equal numbers of staff and non-staff. The committee met weekly throughout October 1998 in order to prepare recommendations regarding the allocation of the 1998-1999 Early Learning Grant. The committee developed a set of guidelines and an accountable allocation process in which community advice was sought and included. The committee presented its report in November 1998. The committee continued to meet on almost a weekly basis and is presenting this report regarding Early Learning programming for the school year 1999-2000.

Executive Council supports each of the following recommendations.

Advisory Committee Composition:

Dana Atkinson	Parent	Ken Bain	Superintendent
Doug Baker	Principal	Judith Bishop	Trustee
Linda Blunsdon	Teacher	Heather Bullock	Trustee
Kendra Coats	Community	Janice Dewar	Trustee
Sue Giordano	Parent	Sue Honeyman	Community
Lynn Howarth-McCue	Instructional Services	Janice Jacobs	Teacher
Rita Knapp	Instructional Services	Jack Langhorn	Community
Catherine Long	Parent	Sandy Mattis	Parent
Dave Murphy	Parent	Tom Parker	SEAC
Dianne Parr	Instructional Services	Jennifer Powell-Fralick	Instructional Services
Ken Sanford	Instructional Services	Jane Shipton	Principal

Recommendations/Rationale:

1. That Junior Kindergarten be offered across the entire District.

There is a mass of research, evidence and experience showing the long-term importance of formal learning provided in early education programs. Appendix 1 presents an overview of current research on the benefits of quality Junior Kindergarten.

At the January 1999 OPSBA conference held in Toronto, John Abbott, President of The 21st Century Learning Initiative made a compelling argument outlining the critical importance of early childhood education that was based upon the most recent research on human brain development. Appendix 2 shows that from about the age of 2.5 years, children experience a gradual weaning from dependency on others for their intellectual development to the beginning of independency at age 8, culminating in intellectual independency as they reach adulthood.

"When children are age 7 and under and look so small and innocent we tend to think that school is just babysitting. But, in fact, this is the time when children need the greatest help in extending their natural capabilities. The real work of learning is at the beginning."

Ram Ramanatha, Trustee of the Jakarta International School wrote:

"Between birth and the age of ten, the human child is predisposed to learn naturally and even hungrily. The child's brain absorbs input on a scale that is perhaps the most amazing phenomenon in the whole universe. However, there is no dispute when it comes to the fact that from a very young age children can and do learn and that this learning is facilitated by close and loving attention."

Implementation of The Kindergarten Program 1999 began in September 1998. The Ministry has provided expectations that students should demonstrate at the end of their Kindergarten experience. In many jurisdictions, children have two years to acquire and demonstrate the expectations. Children in county schools have only one year of Kindergarten programming.

The government has asked EQAO to develop and pilot a unique assessment tool that can assess early readiness of students prior to entering Grade One. Dr. Dan Offord, Dr. Fraser Mustard and Dr. Magdalena Janus are designing an instrument to measure a child's readiness to learn in school environments at Junior and Senior Kindergarten levels, just before entering Grade One. Appendix 3 presents a summary of Early Readiness Projects across Canada.

It is the firm belief of the Early Learning Advisory Committee that all three and four year old students across the District should have access to quality Junior Kindergarten programs.

In January, county principals were asked to conduct an informal survey in order to determine the level of interest in Junior Kindergarten in their communities. Positive feedback from principals' prompted the Early Learning Advisory Committee to conduct a more formal and detailed survey of each county school community. Appendix 4 includes the survey that was distributed to all students from Kindergarten to Grade Three. In addition, an ad was placed in the Brabant newspapers directing parents who presently do not have school-aged children to their community school to pick up a survey. Appendix 5 outlines an analysis of the survey results. Additional recommendations will reference the survey analysis.

There were 521 responses from parents with children from 0-3.

85% of those parents indicated they would send their children to JK if it were at a local site.

We have concluded that there is a significant level of interest in Junior Kindergarten in county communities.

2. That Junior Kindergarten continue to be offered in the existing locations and expand into the following "Phase One" schools beginning in September 1999:

Bellmoore Bell-Stone Beverly Central Billy Green C.H.Bray Dundana Dundas Central
Eastdale Fessenden Flamborough Centre Grange/Maple Lane Green Acres Greenville
Janet Lee Lynden Mary Hopkins Memorial Mount Hope Parkwood Pleasant Valley
Queen's Rangers Sheffield

How were these sites determined?

Survey results indicated an interest in Junior Kindergarten in each of these sites.

Using historical trends, Daryl Sage and the principals project that most of these schools will have either one or three classes of Senior Kindergarten in September 1999. That means that there will be an empty kindergarten classroom available for Junior Kindergarten use. In some cases, the enrollment in their two classes is low enough to create JK/SK blended classes. When principals were contacted about the prospect of offering Junior Kindergarten, many made comments such as:

"My community will be pleased."

"There is a real need for this program in our school."

"Many of our Kindergarten children would have benefited from the Junior Kindergarten experience."

Each of the principals supports the expansion of Junior Kindergarten in his/her school and believes there will be space in September.

The committee recognizes that there may be some reluctance to place Junior Kindergarten in schools such as Janet Lee, Mary Hopkins and Flamborough Centre. However, the Early Learning Advisory Committee and Executive Council could not support leaving classrooms empty thereby denying children the opportunity of accessing Junior Kindergarten. In addition, given that the Board's funding is based upon student enrollment, it is incumbent on us to maximize the use of all of our pupil spaces.

This list of sites provides access to Junior Kindergarten in each of the municipalities in the county.

3. **That initially, the number of Junior Kindergarten classes at Maple Lane be capped at two and that the number of Junior Kindergarten classes at Dundas Central be capped at four. Additional classrooms may be used based upon ongoing discussions between the principal and Superintendent of Education.**

The Glenwood Day Program will relocate to Fairview School. Maple Lane School will reopen as a regular day school and will accommodate students from Ancaster. Until the catchment boundaries for Maple Lane have been confirmed, we recommend that one classroom be dedicated to Junior Kindergarten. There are a number of classrooms available at Dundas Central. Initially, two classrooms will be set aside for Junior Kindergarten. If enrollment warrants, we will open additional classroom space at Dundas Central.

4. **That the balance of the 1999-2000 Early Learning Grant be divided amongst those schools not offering Junior Kindergarten.**

We will provide a base amount per school and a per pupil allocation to each of the schools that will not have Junior Kindergarten in September. Appendix 6 shows the impact on the Early Learning Grant as Junior Kindergarten enrollment increases across the District. In the survey, many of the parents with children from 0-3 did not have a good understanding of the Early Learning Grant. However, some did because they had students already in county primary grades. Of those who responded, most preferred that Junior Kindergarten be offered rather than supplementing the Senior Kindergarten to Grade Three program.

This represents the practice that trustees supported in November.

5. That transportation be provided in accordance with the Transportation Policy.

All Junior Kindergarten students will be transported in accordance with the District's Transportation Policy. It is impossible to estimate the cost of transportation for these additional students as the following variables are unknown at this time: student addresses, walking distances for this age group, type and size of vehicles on these routes, bell times and pick-up/drop-off points. Depending on these variables, there could be minimal cost to transport these students to their new schools. It is important to note that we will receive additional transportation funding because our overall enrollment will increase. 50% of parents indicated they would not send their preschool child to JK on a bus. 56% would send their preschool child to JK even if they were responsible for noon hour transportation.

6. That the catchment area for each school be used for registration and transportation purposes.

Students living within the catchment area for each of the Phase One schools will have priority access as "in catchment" students. All other students will be registered as "out of catchment" and will be on a wait list. Parents wishing to send their children to out of catchment schools will be responsible for their own transportation. These practices presently exist in sites offering Junior Kindergarten. Registration procedures for Junior and Senior Kindergarten are provided in Appendix 7.

7. That class sizes be capped in accordance with the existing Hamilton Collective Agreement until such time as there is a new District Collective Agreement.

Until a new collective agreement is reached, existing class size caps will be used. Junior Kindergarten classes will be capped at 23. Junior/Senior Kindergarten blended classes will be capped at 25. Please note that the Ministry's Funding Model will only provide program funding for teachers certified by the College of Teachers. In fact, the Ottawa-Carlton pilot project in which Early Childhood Education Teachers were hired to run the program has been discontinued as a result of the funding model and the fact that the funding for the pilot is no longer available. Many members of our committee were interested in considering this option, however we had to set aside this possibility as a result of the Funding Model.

25% of parents indicated they would be willing to send their children to Junior Kindergarten with a teacher and up to 25 students. 72% indicated they would send their child if there were an educational assistant assigned to the class. Educational assistants are not assigned to these classes. However, some principals do assign a small portion of E.A. time to Junior Kindergarten classes at admission and dismissal times. ISA funding does provide E.A. support for some special needs Junior Kindergarten children.

The Early Learning Advisory Committee supports assigning Educational Assistants to Junior Kindergarten classes, however the members realize that the present funding model does not provide adequate financial resources to accomplish this.

8. That parents registering for Junior and Senior Kindergarten at Billy Green, Eastdale, Dundas Central and Pleasant Valley be offered the option of a full-day/alternate day or half-day/every day Kindergarten program. A two-thirds vote in favour of the half-day/every day program will be required to alter the existing full-day/alternate day SK delivery model at these schools.

Appendix 8 includes a literature review contrasting half-day/every day to full-day/alternate day programming. Although there has been scant research done on the advantages and disadvantages of half-day/every day

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versus full-day/alternate day Kindergarten, studies clearly indicate that there are problems with the alternate day model for children, their families, instructional set-up, teachers and assessment.

All existing Junior Kindergarten programs operate on a half-day/every day basis.

Billy Green, Eastdale, Dundas Central and Pleasant Valley Schools have fewer than 10% of their student population transported. The committee wants those families to have the option of selecting a half-day/every day program. The committee felt that it was reasonable to consider the full-day/alternate day delivery as the starting point and that it would require two-thirds of the registrants selecting the half-day model to change the delivery model at each of these schools.

Please note: the Early Learning Advisory Committee wanted to offer the option to schools with less than 30% of its pupils transported. That recommendation would have added Green Acres, Fessenden and Memorial to the list. Executive Council supported limiting the number of schools pending a review of the transportation costs involved in changing the delivery model.

I have received correspondence from the Pleasant Valley School Council indicating an interest in half-day programming. The principal at Dundas Central has indicated that there is interest in his community as well.

9. That the "New Class Openings" budget be the source of program start-up costs.

There will be minimal program start-up costs because existing kindergarten classrooms will be used for Junior Kindergarten programs in September. There will be no "additional pupil spaces" costs. There will be no additional costs for classroom or washroom renovations.

The 1998-1999 budget included an allocation for furniture and equipment for new grade and special education classrooms. The Early Learning Advisory Committee recommends that this budget line include start-up costs to add developmentally appropriate learning materials to Phase One schools.

Program Costing:

A costing of the existing program and a costing of adding pupil spaces has been provided in Appendix 9. It is extremely difficult to prepare a definitive costing of the program. The best available analysis reflects certain costs from June 1998. The thirteen notes that relate to lines on the costing summary highlight the fact that an exact costing is difficult, if not impossible.

Conclusion:

A great deal of thanks must go to the Early Learning Advisory Committee. The members have worked tirelessly on behalf of the children in our district. Probably much to their chagrin, their work is not over. The following tasks will be considered for next year:

- ◆ Review of the implementation in Phase One Schools
- ◆ Consideration of site expansion for 2000-2001
- ◆ Consideration of equity of program delivery

The committee decided that the issue at stake was equity of access to quality early childhood education. It is upon this basis that the aforementioned recommendations are made. They offer an excellent starting point as we move toward a district school board with harmonized policies, practices and programs.

Benefits of Quality Junior Kindergarten Programs

Overview of Current Research

There is consensus among educators, parents, psychologists, social workers, and researchers that early education programs in the school system offer many benefits which could not be attained by other means. Children who participate in early school programs develop a love of learning and positive expectations about school success at a very crucial time in their lives. If children are to become "lifelong learners", it is necessary to ensure that interest in and tendencies toward learning are nurtured and developed at the formative stage in young children. Attempts to instill these attitudes in the later years of schooling are more difficult, less successful, and more expensive.

In a world which demands the development of complex skills of literacy, numeracy, problem solving, and technological competence, it is increasingly evident that children need an early or solid foundation on which to build these skills. Research in brain development reveals that the learning which takes place at ages three, four, and five is learning which makes a positive difference in the quality of children's thinking and their future ability to use and apply high level thinking skills. The Junior/Senior Kindergarten programs in our schools provide the experiences and conditions which enable all children to establish the crucial foundations for intellectual and academic learning.

Our schools are very much an essential part of the community and are often the centres of community activities as well as centres of learning. Junior Kindergarten gives children the opportunity to become part of the school community at an early age, and initiates them into the culture and expectations of the school system. By their attendance at school programs, young children enter into a pathway of learning which is uninterrupted by transition to new locations and expectations when they begin Senior Kindergarten or Grade One. By attending school with older brothers and sisters, the child's sense of security and the bonds between home and school are strengthened. Indeed, in many communities where Junior Kindergarten has been offered for the past twenty or thirty years, the education of young children is seen as a shared community endeavour between home and school.

It was the need to build a solid foundation for learning and for community which formed the rationale for providing Junior Kindergarten in our schools over fifty years ago. Government and community concerns about the prevention of learning difficulties and failure to succeed or stay in school resulted in the establishment of early school programs. Since that time numerous research studies have shown that children who attend early school programs are indeed more successful learners. The indicators of this success include lower grade retention rates, increased likelihood of school completion and participation in post-secondary education along with more positive attitudes and motivation toward school and learning.

The prevention of student failure in schools is an economic as well as an educational issue. Long-term and longitudinal studies have shown that the cost to society of supporting school drop-outs through welfare and social assistance is high, as are the costs of delinquency, crime, and social problems associated with failure to learn successfully in school. Early education results in a higher school completion rate, increased likelihood of employment, high job satisfaction, and a sense of well-being which enables people to contribute positively to their society and their community.

(excerpt from Consultants Association for Primary Education media release - 1997)

The support for early education through Junior/Senior Kindergarten programs in schools is evidence of our commitment to an equitable, fair society which values the quality of life and the quality of opportunity for all its citizens. Through publicly funded Junior/Senior Kindergarten programs, the children of both advantaged and disadvantaged parents can learn and grow together, and can benefit equally from a high quality education regardless of parents' ability to pay. Equality of access to education is a basic principle of democracy and a basic principle of success in education.

Current Research Findings:

There is a mass of research, evidence, and experience showing the long-term importance of the more formal learning provided in early education programs:

(source: Perry Preschool Study - Michigan, 1993, Toronto Study of grade 4, Royal Commission on Learning, Yours Mine and Ours - Ontario Government)

- ◆ children stay in school longer
- ◆ children's reading, math, and language skills improved
- ◆ children have less chance of future unemployment, teen pregnancy, or delinquency
- ◆ children have a higher enrolment in post-secondary education.
- In addition to language and cognitive development, kindergarten programs provide the opportunity for the early identification of learning and behavioural problems and for early intervention.
- Longitudinal studies conducted in both Europe and the United States have reported the following benefits to children beginning their education at three and four years of age:
 - ◆ improved cognitive performance, scholastic placement, and achievement throughout education;
 - ◆ greater aspirations for education, employment, motivation, and school commitment;
 - ◆ decreased delinquency and lower arrest rates;
 - ◆ decreased incidence of teenage pregnancy;
 - ◆ increased high school graduation rates;
 - ◆ lower rates of unemployment; and
 - ◆ higher enrolments in post-secondary education.

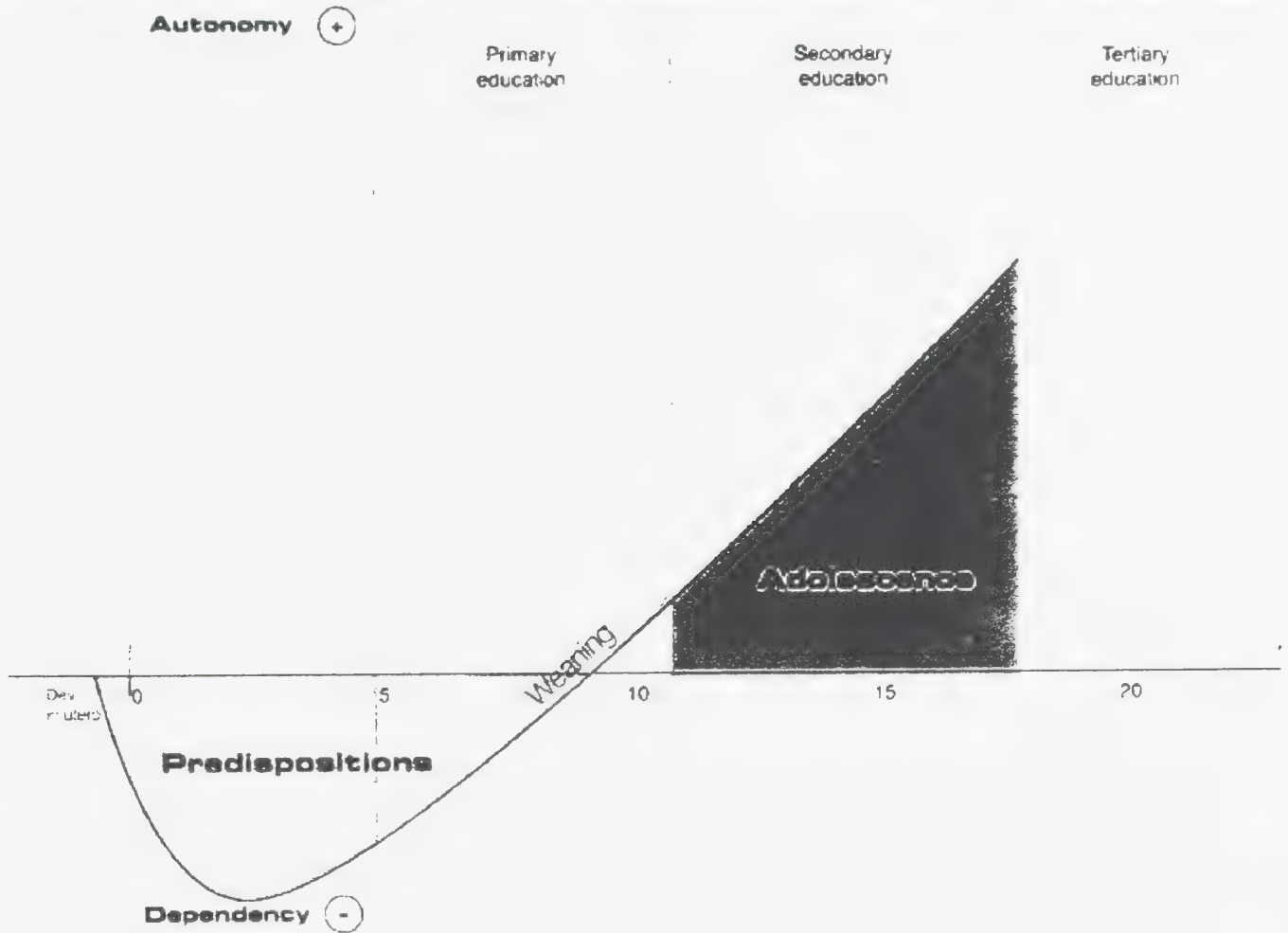
(Source: David Corson, Professor, Ontario Institute for Studies in Education, *Toronto Star*, August 8, 1995)

- The Royal Commission on Learning recommended "that Early Childhood Education (ECE) be provided by all school boards to all children from 3 to 5 years of age whose parents/guardians choose to enrol them. ECE would gradually replace existing junior and senior kindergarten programs, and become a part of the public education system".
- A key aspect of Junior Kindergarten programs is ensuring that a child who needs extra attention does not slip through the cracks. Early identification for children at risk can mean the difference between future success or failure in school and many other aspects of life. This fact was acknowledged by Dan Offord's Ontario Child Health Study: Children at Risk where he reported that one child in four shows signs of developmental failure.

Summary:

The Junior Kindergarten program has much to offer the four-year-old child. It provides opportunities for children to listen, to ask questions, talk about experiences, and extend their knowledge of print. Through play and designed activities, children develop an understanding of the underlying skills of mathematics, science and technology, and have opportunities of personal, social, and creative growth through various drama, music, dance, and visual arts activities. Through planned physical experiences, children enhance and develop co-ordination and motor skills. The program teaches children how to make decisions, solve problems, and complete tasks.

GRAPH 2: INTELLECTUAL WEANING BASED ON NORMAL HUMAN DEVELOPMENT



Early Readiness Project

Discussion Paper

BACKGROUND

The Education Quality and Accountability Office (EQAO) has been allocated funding by the government of Ontario to address the early learning issues of students in the province. The EQAO early learning initiative will be a pilot project designed to assess the early learning needs of students in Kindergarten. This paper will discuss early learning and the related literature, the work of other jurisdictions, potential assessment tools, ways that tools can be used, and EQAO's proposal for an early learning assessment. The link between the early learning assessment and the Education Quality Indicators Program (EQUIP) will be discussed.

The development and piloting of the EQAO early learning assessment will take place at the same time as the development of other early learning projects in Ontario and Canada. These projects include a study of early learning issues headed by Dr. Fraser Mustard and the Honourable Margaret McCain, a pilot project being conducted in Toronto by Dr. Dan Offord and a National Longitudinal Survey of Children and Youth being conducted by Human Resources Development Canada. In addition, several provinces are working on initiatives.

The government of Ontario has made a commitment to invest in early learning initiatives. This follows a commitment made by the federal government as stated in the Government of Canada Throne Speech of September, 1997. The Throne Speech stated that "a country that has decided to invest in its children is a country that is confident in its future". References were made to ensuring that all Canadian children have the best possible opportunity to develop their full potential and that our children must be equipped with the capacities they need to be ready to learn and to participate fully in our society. The experiences of Canada's children, especially in

the early years, influence their health, their well-being, and their ability to learn and adapt throughout their entire lives. The Throne Speech declared that the federal, provincial and territorial governments would work together to develop this broader agenda for children, including clear outcome measures by which to gauge success. As part of this national agenda, the federal government will expand the Aboriginal Head Start program onto reserves to ensure that all Aboriginal children have the opportunity to get a good start in life and will measure and report regularly on the readiness of Canadian children to learn, so that we can assess our progress in providing our children with the best possible start.

It is this commitment to measure and report on early learning issues that the Ontario government adopted in the Ontario Throne Speech of April, 1998. The Ontario Throne Speech stated that an 'investment in early learning will help increase children's self esteem, open the door to higher achievement, expand their understanding and horizons, and instill in them a joy of learning that will grow throughout their lives'. The Ontario Throne Speech referred to the increased funding of early learning programs including Junior Kindergarten and the study to be conducted by Dr. Fraser Mustard and the Honourable Margaret McCain.

DEFINITION OF EARLY LEARNING/EARLY READINESS

It is now known that a child's brain develops most of its future potential during the first three years of life (Mustard, F., Offord, D. & Janus, M. 1998). Children's social and emotional competence up to adulthood and beyond has its roots in prosocial and social behaviour at 4-5 years of age. Children exposed to a nurturing environment have a better chance to learn appropriate social skills and ways of emotion regulation thus leading to the ability to take advantage of instruction offered in school.

Much of the research regarding early learning and readiness to learn is based on the definition of readiness to learn as the level of development at which an individual is ready to undertake the learning of specific material (Kagan, S.L. & Neuman, M.J., 1994). This includes the development of five domains: physical well-being and motor development, social and emotional development, approaches toward learning, language usage and cognition and general knowledge (Kagan, S.L., 1993; Doherty, G., 1997).

The literature suggests that there are several theories with regard to early learning and readiness to learn. These include the environmental theory where the concept of school readiness should focus on what the child can do and how the child behaves (Parker, L., 1989; Meisels, S.J., 1998)) and the maturational theory where the belief is that there is an average age when an individual reaches the developmental maturity to learn certain material. (Kagan, Lewitt & Shurmann Baker, 1995).

WHAT IS EXPECTED BY THE GOVERNMENT OF ONTARIO?

The government of Ontario is responding to the commitment by the federal government where early learning issues are concerned and to the education reform which is taking place in the province. As part of this education reform, the Ministry of Education and Training has recently designed a rigorous new curriculum for Kindergarten students and students in Grades 1 to 8. The government has stated that it is important that students be ready to enter Grade 1 and begin meeting the expectations of the Ontario Curriculum.

The government has asked EQAO to develop and pilot a unique assessment tool that can assess the early learning readiness of students prior to entering Grade 1. This tool which can also be referred to as an indicator must be designed in such a way as to permit Kindergarten teachers

to be able to use it with all of their students. Based on the assessment tool, teachers could determine the early learning needs of students prior to their entry into Grade 1 and therefore, to ensure that students are ready to begin meeting the expectations of the Grade 1 curriculum.

WHAT ARE OTHER JURISDICTIONS DOING?

The Ontario Experience

There is an early learning project currently underway in Ontario which is being conducted by Dr. Fraser Mustard, Dr. Dan Offord and Dr. Magdalena Janus. They are designing an instrument to measure a child's readiness to learn at school in five general domains: physical health and well being, social competence, emotional maturity, language richness, and general knowledge and cognitive skills. Their plan is to develop and field test a psychometrically sound measuring instrument which will assess the readiness to learn in school environment of children at junior and senior kindergarten level, just before entering Grade 1. The purpose is to measure the deficits in students, assess the effectiveness of early childhood interventions and predict how children will do in elementary school. Although still in draft format, the measuring instrument resembles a checklist that teachers would use to assess students. Field testing will take place in Toronto.

According to the Ontario Ministry of Education and Training's Policy Memo #11, school boards in Ontario are required to have procedures for identifying children's levels of development and learning needs. Although, each school board has a policy and its own procedures in place to meet this requirement, this paper will focus on a few school boards which are exemplary in their approach.

At the West Parry Sound District School Board, there is a Kindergarten screening process

in place in cooperation with the West Parry Sound Community Care Access Centre, The Child and Family Centre, and Integrated Services for Northern Children. They screen cognitive, language, motor, social emotional and adaptive behaviour. The assessment is done using parent and teacher questionnaires and observation checklists completed by teachers and other professionals.

In Thunder Bay, Fair Start is an early identification/intervention program that has been developed by the Thunder Bay District School Board in conjunction with community partners. The partners are the Lakehead District School Board, Lakehead District Catholic School Board, Communities Together for Children, the Thunder Bay District Health Unit, a local children's treatment centre, the Canadian National Institute for the Blind and Confederation Community College. This program uses a tool called, *Developmental Indicators for the Assessment of Learning: Revised (DIAL-R)* to identify children who may be in need of further assessment in the areas of general development, health, vision, dental, hearing and speech and language.

The program, Better Beginnings Better Futures operates in twelve communities across Ontario and is jointly funded by the Ministry of Community and Social Services, the Ministry of Health, the Ministry of Education and Training, the federal Department of Indian and Northern Affairs and Heritage Canada.

The Canadian Experience

A survey of other provinces has revealed that there are many provincial early intervention or school readiness programs operating in British Columbia, Alberta, Saskatchewan, Manitoba, New Brunswick, Newfoundland, Prince Edward Island and Nova Scotia. The following is a summary of some of the programs. The federal government, through Human Resources

Development Canada and Statistics Canada is conducting a long-term study.

British Columbia

- funding for full day Kindergarten for 5 year olds with special programs to enrich language and socialization experience.

Alberta

- Kindergarten evaluation by teachers for entry into Grade 1.

Saskatchewan

- Full funding for pre Kindergarten programs for 3 and 4 year olds

Manitoba

- Early intervention screening for 5-9 year olds with a focus on the Early Literacy Intervention Initiative involving three programming areas: (1) reading recovery, (2) externally developed early literacy intervention programming to increase reading and writing proficiency of students in Grade 1 and (3) locally developed early literacy intervention programs.

New Brunswick

- Happy Beginnings is an early childhood initiative involving screening and intervention from 0-5 years.

Nova Scotia

- Head Start Program is for at risk pre school children aged 4 years.

Prince Edward Island

- Early Initiative screens 6 year olds to identify their degree of readiness for

learning prior to entry to Grade 1.

Newfoundland

- Parenting education and support programs for parents of children 0-6 years.

Federal Government

Human Resources Development Canada is conducting a long-term study called the National Longitudinal Survey of Children and Youth (NLSCY). The study is conducted in partnership with Statistics Canada. The primary objective of NLSCY is to monitor the development and well-being of Canada's children as they grow from infancy to adulthood. The NLSCY is designed to follow a representative sample of Canadian children, aged newborn to 11 years, with data occurring at two intervals. This is a comprehensive survey that examines a variety of factors thought to influence child growth and development. Information is collected on the child's parent(s), and other family members and on the school. Much of the information in NLSCY is collected from parents on behalf of their children. Through household interviews, interviewers administer a vocabulary test for children aged 4 - 6 years and teachers administer a short test of mathematics/computation skills and reading comprehension to children in grades 2 and above.

The International Experience

In the United States, the national project is the Early Childhood Longitudinal Study (ECLS). This project, sponsored by the federal government, is quite similar in scope to the National Longitudinal Survey of Children and Youth being conducted in Canada by Human Resources Development Canada and Statistics Canada. ECLS has two components. The first component is the Birth Cohort 2000 project which will provide descriptive data on: (1) national

and regional basis of children's health and development status at birth and at various points thereafter, (2) children's transitions to non parental child care, (3) children's transitions to early education programs and to school and their progress during the first two years of school, (4) children's transitions to kindergarten and first grade. It will also provide a data that researchers can use to study how a wide range of family, school, health, community and individual factors influence children's health, development, early learning, and their early performance in school. Data collected during the first years of children's lives will serve as a baseline for examining how children's home environment, health status, health care, and early child care and education shape their development. The longitudinal nature of the study will enable researchers to study children's physical, cognitive, social and emotional growth and to relate trajectories of growth and change to variations in children's experience.

The second component is the Kindergarten Cohort Study. This study has two purposes: descriptive and analytic. It will provide descriptive data on: (1) a national basis of children's status at entry into school and, (2) children's transition into school and their progression through fifth grade. It will also provide data that will enable researchers to study how a wide range of family, community and individual variables affect early success in school. For the first time, national data will be available on public and private kindergarten programs and the children who attend them. Data collected during the kindergarten year will also serve as baseline data to examine how schooling shapes later individual development. It will also permit researchers to relate trajectories of growth and change to variations in children's school experiences in kindergarten and the early grades. Both the cohort studies involve assessing the children using performance-based assessments, teacher, parent and school administrator questionnaires.

In New Zealand, the School Entry Assessment (SEA) is used. It consists of three performance-based tasks designed to assess oral use of language, emergent concepts about print, and numeracy when a child begins school. The performance-based tasks draw on what is known about focused observation as diagnostic information. The three tasks in SEA enable teachers to form accurate reliable views about a child's understandings when they begin school and to plan programs accordingly. The information from SEA does not determine a child's potential, but rather, it provides a snapshot of their competencies at a certain point.

HOW CAN TOOLS BE USED?

The three main types of tests or tools used to measure readiness include:

- Developmental screening tests (Gredler, G.R. 1997) which measure one's potential to acquire skills. Examples include the Comprehensive Test of Basic Skills, the Stanford Early School Achievement Test, the Iowa Tests of Basic Skills and the Developmental Indicators for the Assessment of Learning: Revised (DLAL-R) currently in use in Thunder Bay.
- Readiness tests which measure learning tasks such as motor coordination, memory, verbal expression, language, comprehension and social emotional status include: the Early Screening Inventory, Metropolitan Reading Tests, Gesell School Readiness Test and the Denver II.
- Performance assessments (Meisels, S.J. 1997) which evaluate the individual performance of a student based on a teacher's decision about the curriculum. Examples of performance-based assessments include New Zealand's School Entry Test and the McCarthy's Scales of Children's Abilities used in the United States.

Although there is research to support the three types of testing, several authors agree that the current assessment measures are inadequate for measuring children's readiness to learn (Kagan, S.L. & Neuman, M. 1994; Meisels, S.J. 1998; Lamberty, G. & Crnic, K. 1994). It is further stated that we need to develop better forms of school readiness assessments that do not encourage student tracking or streaming or the narrowing of the curriculum (Engel, P. 1991). The use of two or three instruments including the use of manipulatives is encouraged (Hirsch, E.D. & Holdren, J.E. 1996).

Authors agree that the choice of assessment tool must be made according to what it is that will be measured (Parker, K.C.H., Mainland, M.K., & Amdur, J.R. 1990; Gredler, GR 1992) and the age of the child participating in the assessment. Should performance-based or standardized tests be used or a combination? The use of standardized tests in children under 6 years of age is not recommended by some researchers (Katz, L.G. 1998; Meisels, S.J. 1998). Using instruments such as parent questionnaires and teacher checklists or inventories (Offord, D.R., & Janus, M., 1998) can be combined with methods of teacher observation of performance-based tasks (Campbell, E., Schellinger, T., & Beer, J 1991). The choice in the type of assessment tool lies in determining what is to be measured.

WHAT IS THE BEST ASSESSMENT INSTRUMENT FOR ONTARIO?

EQAO currently conducts province wide performance-based assessments in Grades 3, 6 and 9 that require students to show what they know and can do against the expectations set out in the provincial curriculum. There is much support in the literature for using performance-based assessments to assess students in pre-school, Kindergarten and Grade 1. Performance-based assessments allow teachers to record what children can do in the context of their experience. The

evaluation of student portfolios or collections of children's work combined with summary reports completed three times a year by the teacher is one method suggested in the literature (Meisels, S.J. 1995). Having teachers complete summary reports throughout the year recognizes building blocks or sequential stages of child development (Doherty, G. 1997).

As stated in the position statement of the National Association for the Education of Young Children & the National Association of Early Childhood Specialists in State Departments of Education, assessment is integral to curriculum and instruction. In early childhood programs, assessment serves several different purposes: (1) to plan instruction for individuals and groups and for communicating with parents, (2) to identify children who may be in need of specialized services or intervention, and (3) to evaluate how well the program is meeting its goals.

EQAO'S PROPOSAL

The EQAO proposal will focus on all three purposes outlined above. It is important to note that, in 1998, the goals or expectations for Kindergarten children have been clearly stated in *The Kindergarten Program* curriculum document. Where expectations have been made clear, it is possible to design appropriate assessment instruments (Gredler, G.R. 1992 & Rafoth, M.A., 1997).

The government of Ontario and EQAO want to measure the readiness of students to enter Grade 1. As the Minister of Education, Dave Johnson, states, "We need to ensure that children are prepared for the expectations of the new Ontario curriculum for Grade 1."¹ EQAO recognizes there is extensive work underway by Drs. Fraser Mustard, Dan Offord and Magdalena

¹ Speech from the Throne: Ontario, April 1998

Janus on a teacher checklist instrument. EQAO plans to design a unique assessment instrument that is performance-based and easily administered by Kindergarten teachers. This instrument could be used in conjunction with a checklist and would allow teachers to assess students on the specific expectations outlined in the Kindergarten curriculum.

EQAO's instrument will determine the current level of Kindergarten student performance on tasks measuring early learning readiness. It will provide Kindergarten teachers with suggested program strategies to enhance early learning readiness and will help to identify factors outside the classroom that support early learning. To complement performance-based assessment tasks, a parent and teacher questionnaire could be used.

THE LINK WITH THE EDUCATION QUALITY INDICATORS PROGRAM (EQUIP)

At the same time as EQAO is designing an early readiness assessment instrument, the office is in the early stages of developing a provincial indicators program. The Education Quality Indicators Program (EQUIP) will consist of a set of measures or education indicators which will allow EQAO to report on factors affecting school quality. Based on a recent public consultation of 55 indicators, it is likely that one of the EQUIP indicators will address the issue of school readiness and the need for schools and school boards to identify where students require intervention. EQAO's early readiness and indicators teams will work together to ensure that there is appropriate coordination and communication on the early readiness indicator and the early readiness assessment instrument/indicator.

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**The Hamilton-Wentworth District School Board
Junior Kindergarten
Community Survey**

The Hamilton-Wentworth District School Board is in the process of reviewing its current programs and policies. Currently, the District only offers Junior Kindergarten in schools in the City of Hamilton. An Early Learning Advisory Committee has been established to consider the options available to our system and to make recommendations to the Board of Trustees.

The following survey has been designed to help the committee understand the need and interest in Junior Kindergarten in your community.

Please complete this survey if you have a child who may be eligible for Junior Kindergarten in the future, (any child born after December 31, 1994). Return the survey to your child's teacher on or before February 3.

If you know of other parents with pre-school age children, please ask them to contact the school office for a copy of this survey.

School Name

Phone Number

Please check the appropriate box with your response.

- 1. Please indicate the number of children you have in the following age ranges.**

- ☐ 0-3 years
☐ 4-5 years
☐ 6+ years

- 2. Would you send your preschool child to Junior Kindergarten if it is offered only at your local school?**

Comments

- ☐ yes ☐ no

- 3. Would you send your preschool child to Junior Kindergarten if it is offered at a site other than your local school?**

Comments

- ☐ yes ☐ no

- 4. Would you send your preschool child to Junior Kindergarten on a bus?**

Comments

- ☐ yes ☐ no

5. Would you send your preschool child to Junior Kindergarten for a ½ day 5 days a week? Comments
- ☐ yes ☐ no
6. Would you send your preschool child to Junior Kindergarten if parents were responsible for the noon hour transportation? Comments
- ☐ yes ☐ no
7. Would you send your preschool child to Junior Kindergarten for a full day every other day? Comments
- ☐ yes ☐ no
8. Would you send your preschool child to Junior Kindergarten if they were in a mixed Junior and Senior Kindergarten Program?
- ☐ yes ☐ no
9. Would you send your preschool child to Junior Kindergarten with a teacher responsible for up to 25 students? Comments
- ☐ yes ☐ no
- OR
10. Only if an Educational Assistant is also assigned to the class?
- ☐ yes ☐ no
11. The Ontario Ministry of Education and Training provides a grant for Early Learners. Would you prefer that the Hamilton-Wentworth District School Board offer Junior Kindergarten? Comments
- ☐ yes ☐ no
- OR
12. Supplement Senior Kindergarten to Grade 3 programs?
- ☐ yes ☐ no

If you have any questions please contact
Lynn Howarth-McCue
Early Childhood Education
Consultant 527-5092 ext. 2389

*Early Learning Advisory Committee
Junior Kindergarten Community Survey Report*

- The survey generated a large number of responses- 721 returned surveys from 34 schools.
- There was a range of responses per school: 3-60 returned (with an average of 21 per school)
- We analyzed the age ranges of (0-3), (4-5), (6+), and how that affected the answers.
- We focussed on responses of the (0-3) range to identify those who would use the program, (521 responses from this range). We also reported on responses from all of the surveys.
- Detailed results and summary survey comments follow this report
- Interest in Junior Kindergarten was high.
85% of parents of children in the 0-3 range indicated that they would send their child to school if at local site.
(81% of **all** parents responded in this manner)
- Support for Junior Kindergarten at another site was split.
45% of parents of children in the 0-3 range indicated that they would send their child to school under these conditions. 47% said they would not.
(43% of **all** parents responded yes to this question and 48% of **all** said no that they would not send their child to another site)

Example Comment: Dependent on how far, how long on the bus, and if transportation is provided by the board.

- Support for busing was also split.
50% of parents in the 0-3 range would send their child if bused and 47 would not.
(50% of **all** parents would send their child on a bus and 45% would not)

Comments most often included a qualifier, i.e.: I would if there was supervision.....

- There was not a substantial difference between those who supported a ½ day or full day delivery model.
76% of parents of children in the 0-3 range would send their child if the Junior Kindergarten program was offered on a ½ day every day basis. 67% would send their child on a full day alternate basis.
(71% of **all** parents supported the ½ day model and 64% supported the full day model)

- 52% of parents of children in the 0-3 range were willing to transport their children at noon.
(52% of **all** parents were willing to provide transportation)
- The majority of respondents indicated that they would also support a mixed program-blended program.
66% of parents of children in the 0-3 range.

Although it is important to note that 30% of parents did have a concern about a mixed program.

- Results indicate that teacher/student ratios of 25 were of great concern to the parents in the survey.
Only 25% of parents of children within the 0-3 range said that they would send their child under these conditions, 58% said they would not send their child to school with a class size of 25, and 17% did not respond.
(26% of **all** parents said they would support 1 to 25 ratios, 56% said no, and 18% did not respond)

Example Comment: Junior Kindergarten should be run differently-far too much responsibility for one teacher.

- 72% of parents of children within the 0-3 range said that they would send their child only with an Educational Assistant.
(68% of all parents supported the program only if an Educational Assistant was included in the adult/child ratio)

We anticipated that they would respond to either questions 9 OR 10, but many responded to both.

- 68% of parents of children within the 0-3 range indicated that they would prefer that the Hamilton-Wentworth District School Board offer Junior Kindergarten over supplementing kindergarten to grade 3 programs, 17% firmly against it, and 16% did not respond.
- Of the 68% in favor of offering Junior Kindergarten, only 9% said that they would also want to supplement K-3.
- Of the parents who indicated “no” to offering Junior Kindergarten, most of them said yes to supplement K-3.

Question # 12 had the largest number of no responses (40%-44%).

Example Comment: Difficult question- not enough information to make an informed decision.

Summary Statements:

Surveys were distributed to County schools. They were to be sent home with the K-3 population. An advertisement was placed in the Barbant papers as well.

The average survey respondent had children in the 0-3-age range. Most of these parents indicated that they would prefer that Junior Kindergarten be offered at their local school.

There was little difference between the support for $\frac{1}{2}$ day 5 days a week and the full day alternate delivery of Junior Kindergarten.

Concerns were expressed about the 1 to 25 teacher /child ratio. Most parents indicated that they would send their child only if an Educational Assistant were included in this ratio.

Most parents preferred that Junior Kindergarten be offered rather than supplementing Senior Kindergarten to grade 3.

*Junior Kindergarten Survey
Summary of Comments
(Sample Statements)*

Question # 3

Would you send your preschool child to Junior Kindergarten if it is offered only at you local school?

Comments:

- Only if it is at local school
- maybe/unsure
- Junior Kindergarten should be in the same school as Senior Kindergarten
- Currently sending one child to city school
- No transportation/ would depend on transportation provided
- depends where and how far (distance issue)
- Prefer at own school
- Would depend on delivery model ½ day of full
- Nothing in Junior Kindergarten I can't teach at home
- Doesn't matter- system excellent

Question # 4

Would you send your preschool child to Junior Kindergarten on a bus?

Comments:

- As long a on the same bus as siblings
- As long as adult supervision is provided other than the bus driver
- As long as pick up and drop off at house
- I would have to be convinced that it would be safe and structured
- Would rather make other arrangements
- I would drive myself/ as long a supervised before the bell
- Never- children that age should not be unattended at anytime (one bus driver is not enough supervision)

Question # 9 and 10

Would you send your preschool child to Junior Kindergarten with a teacher responsible for up to 25 students?

OR

Only if an educational Assistant is also assigned to the class.

Comments:

- It would depend on experience of teacher
- Depends if full day or ½
- Would prefer an Educational Assistant but up to 25 is fine
- Parents can ease the burden
- E.A. a must
- Over 20 to high
- Too much responsibility for any teacher
- J.K. should be run different- far too much responsibility for one teacher
- Ratio is too high- even with an E.A.
- Won't receive the attention

Question # 11 and 12

The Ontario Ministry of Education and Training provides a grant for Early Learners. Would you prefer that the Hamilton-Wentworth district School Board offer Junior Kindergarten?

OR

Supplement Senior Kindergarten to Grade 3 programs?

Comments:

- I can offer my children all kinds of mental stimulation, yet all they want is to be with other peers and we cannot afford Nursery school programs for more than 2 days a week. many children in daycare and not at home to play with
- The County schools should have the same programs as Hamilton schools
- I think the sooner the child's education is started the better it benefits the child
- A lot of children are ready for schooling at an early age
- Difficult question to assess with such vague information
- Don't know enough about this to make an informed decision
- I would like more information on both
- J.K. should only be offered if it is offered at all schools across the Board

6-30

- Supplement if J.K. not offered
- Supplement very important to me
- supplement a better use of money
- We feel the money would be better spent on improving the present system rather than implementing something new-especially with the accommodation crisis in Flamborough
- Think it would be great to have J.K. but if we could increase and define more skills in K-3 that would make me happy as well
- Why not both!
- A very hard question- I would like a little of both- but not always feasible- They say that the earlier the education the better- Starting school at 4 is beneficial in the long run according to certain studies. Yet there are preschool programs around- unfortunately for some people it is a finance issue

Statistical Analysis of The Hamilton-Wentworth District School Board Junior Kindergarten Community Survey

Number of Responses 721
34 Schools

1. Number of respondents with children in the following age ranges:

0-3 years	521
4-5 years	365
6+ years	426
Total	721

2. Would you send your preschool child to Junior Kindergarten if it were offered only at your local school?

	0-3 years	All
Y	85%	81%
N	13%	15%
NR	2%	4%

3. Would you send your preschool child to Junior Kindergarten if it were offered at a site other than your local school?

	0-3 years	All
Y	45%	43%
N	47%	48%
NR	8%	9%

4. Would you send your preschool child to Junior Kindergarten on a bus?

	0-3 years	All
Y	50%	50%
N	47%	45%
NR	3%	5%

5. Would you send your preschool child to Junior Kindergarten for a ½ day 5 days a week?

	0-3 years	All
Y	76%	71%
N	22%	25%
NR	2%	4%

6. Would you send your preschool child to Junior Kindergarten if parents were responsible for the noon hour transportation?

	0-3 years	All
Y	56%	52%
N	38%	42%
NR	5%	7%

7. Would you send your preschool child to Junior Kindergarten for a full day every other day?

	0-3 years	All
Y	67%	64%
N	29%	30%
NR	4%	6%

8. Would you send your preschool child to Junior Kindergarten if they were in a mixed Junior and Senior Kindergarten Program?

	0-3 years	All
Y	66%	63%
N	30%	30%
NR	5%	7%

9. Would you send your preschool child to Junior Kindergarten with a teacher responsible for up to 25 students?

	0-3 years	All
Y	25%	26%
N	58%	56%
NR	17%	18%

10. Only if an Educational Assistant is also assigned to the class?

	0-3 years	All
Y	72%	68%
N	16%	19%
NR	12%	14%

11. The Ontario Ministry of Education and Training provides a grant for Early Learners. Would you prefer that the Hamilton-Wentworth District School Board offer Junior Kindergarten?

	0-3 years	All
Y	68%	64%
N	17%	19%
NR	16%	17%

12. Supplement Senior Kindergarten to Grade 3 programs?

	0-3 years	4 & 5 years	6+ years	All
Y	29%	32%	36%	32%
N	28%	25%	24%	26%
NR	44%	44%	40%	42%

Case Processing Summary

6-34 → #11 By School 0-3 only

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
SCHOOL * 11JK	521	100.0%	0	.0%	521	100.0%

SCHOOL * 11JK Crosstabulation

			11JK			Total
			N	N	Y	
SCHOOL	Balaclava	Count	2	3	10	15
		% within SCHOOL	13.3%	20.0%	66.7%	100.0%
	Bell-Stone	Count	2	1	4	7
		% within SCHOOL	28.6%	14.3%	57.1%	100.0%
	Bellmoore	Count	2	3	9	14
		% within SCHOOL	14.3%	21.4%	64.3%	100.0%
	Beverly Central	Count	3	1	5	9
		% within SCHOOL	33.3%	11.1%	55.6%	100.0%
	Billy Green	Count	2	4	11	17
		% within SCHOOL	11.8%	23.5%	64.7%	100.0%
	C. H. Bray	Count	2	3	14	19
		% within SCHOOL	10.5%	15.8%	73.7%	100.0%
	Central Park	Count	2	5	14	21
		% within SCHOOL	9.5%	23.8%	66.7%	100.0%
	Central Public	Count	3	1	15	19
		% within SCHOOL	15.8%	5.3%	78.9%	100.0%
	Collegiate Ave.	Count	2	1	7	10
		% within SCHOOL	20.0%	10.0%	70.0%	100.0%
	Dundana	Count	3	5	12	20
		% within SCHOOL	15.0%	25.0%	60.0%	100.0%
	Eastdale	Count	1		9	10
		% within SCHOOL	10.0%		90.0%	100.0%
	Fessenden	Count		2	3	5
		% within SCHOOL		40.0%	60.0%	100.0%
	Flamborough Centre	Count		3	7	10
		% within SCHOOL		30.0%	70.0%	100.0%
	Geen Acres	Count			7	7
		% within SCHOOL			100.0%	100.0%
	Grange	Count	5	4	23	32
		% within SCHOOL	15.6%	12.5%	71.9%	100.0%
	Greensville	Count	5	7	5	17
		% within SCHOOL	29.4%	41.2%	29.4%	100.0%
	Guy Brown	Count	8	7	26	41
		% within SCHOOL	19.5%	17.1%	63.4%	100.0%
	Janet Lee	Count	2	3	14	19
		% within SCHOOL	10.5%	15.8%	73.7%	100.0%
	Lynden	Count	1	2	5	8
		% within SCHOOL	12.5%	25.0%	62.5%	100.0%
	Mary Hopkins	Count	5	7	23	35
		% within SCHOOL	14.3%	20.0%	65.7%	100.0%
	Memorial	Count			10	10
		% within SCHOOL			100.0%	100.0%
	Millgrove	Count	2		3	5
		% within SCHOOL	40.0%		60.0%	100.0%

6-35

SCHOOL * 11JK Crosstabulation

			11JK			Total
				N	Y	
SCHOOL	Mount Albion	Count	3	5	11	19
		% within SCHOOL	15.8%	26.3%	57.9%	100.0%
	Mount Hope	Count	2	2	22	26
		% within SCHOOL	7.7%	7.7%	84.6%	100.0%
	Mountain View	Count		2	9	11
		% within SCHOOL		18.2%	81.8%	100.0%
	Parkwood	Count			2	2
		% within SCHOOL			-100.0%	100.0%
	Pleasant Valley	Count	5	2	8	15
		% within SCHOOL	33.3%	13.3%	53.3%	100.0%
	Queen's Rangers	Count	4	1	9	14
		% within SCHOOL	28.6%	7.1%	64.3%	100.0%
	R.L. Hyslop	Count	1		5	6
		% within SCHOOL	16.7%		83.3%	100.0%
	Rousseau	Count	4	3	8	15
		% within SCHOOL	26.7%	20.0%	53.3%	100.0%
	Sheffield	Count	3	2	6	11
		% within SCHOOL	27.3%	18.2%	54.5%	100.0%
	Tapleystown	Count	2	4	7	13
		% within SCHOOL	15.4%	30.8%	53.8%	100.0%
	Winona	Count			13	13
		% within SCHOOL			100.0%	100.0%
	Yorkview	Count	5	4	17	26
		% within SCHOOL	19.2%	15.4%	65.4%	100.0%
Total		Count	81	87	353	521
		% within SCHOOL	15.5%	16.7%	67.8%	100.0%

Ministry Funding For Junior Kindergarten - Expansion of Program

NOTES:

(1) Represents the October 31/98 Junior Kindergarten FTE included in the Grant estimates filed with the Ministry of Education & Training for 1998-99.

(2) The Ministry of Education & Training determines funding based on an average class size of 25:1. The existing City collective agreement identifies an average class size of 19.8:1 for JK. Based on the FTE as of Oct 31/98, this will result in 13.5 additional teachers at a cost of \$756,000. This serves to increase the average class size in other grades. The scenarios reflecting an increase in JK enrolment would also generate a corresponding increase in number of teachers and cost.

(3) Special Purpose Grants are based on the data included in the Grant estimates filed with the Ministry as at October 31, 1998. The change in funding reflects the increase in JK enrolment and keeping all other factors constant.

(4) The Special Education per Pupil Amount (SEPPA) portion of the grant is allocated on the basis of total enrolment of individual students who meet the criteria for ISA funding, as outlined in the Ministry guidelines. The Intensive Support Amount (ISA) portion of the funding is based on the

The accommodation requirements relating to the addition of new JK classes must be considered as part of the review.



The Hamilton-Wentworth District School Board

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Lynn Howarth-McCue Consultant Early Childhood Education Ext. 2389
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Memo

To: All Elementary Principals
From: Ken Bain and Lynn Howarth-McCue
Re: Kindergarten Registration

The following information outlines the registration procedure for the 1999-2000 school year.
(See attached definitions)

1. Initial contact with the school is an "Intent to Register". Registration dates will be advertised in the Hamilton Spectator, Brabant papers and by radio on March 31st. The process starts at 8:30 a.m. on April 6th and 7th. Contact may be by phone or in person. Secretaries must record the parental intents to register by noting the date and time of the registration. This is to ensure that waiting lists can be sequenced accurately. (Data required: Name, Address, Phone, Date of Birth, Preferences for a.m./p.m. or A/B schedule)
2. Junior Kindergarten class lists should be capped at 23 blended programs to 25 and Senior Kindergarten classes to 28. (subject to contract negotiations)
3. "Intent to Register Waiting Lists" are established where necessary. Principals should establish "in catchment" waiting lists and "out of catchment" waiting lists.
4. Registration of "in catchment" students will include those who reside within the existing boundaries of a school and "out of catchment" students will include those who reside outside of these boundaries.
5. Parents wishing to have their child attend a school other than their home school must complete an out of catchment form, which should be obtained from their Home School Principal. The out of catchment Principal must include a rider "pending space availability for September".
6. Parents should be invited to attend an official registration session at the school. Registration forms are completed and the parent provides necessary documentation at this time. (Immunization, Proof of age and Immigration status)
We recommend that schools prepare a "Parent Information Package" and have it available at this time.
7. Speech and Language support as part of registration process for September 1999 in County schools has been put on hold pending a decision by The Early Identification Team.
8. Letters/receipts are given to confirm registration by June 1999. (to be designed by the school)

9. If a J.K. or J.K./S.K. blended class is not full with "in catchment" students, principals should hold two spots for September to accommodate transfers over the summer.
There can be no "in catchment" wait list for Senior Kindergarten students.
Clearing waiting lists and adding classes due to the size of "in catchment" and "out of catchment" waiting lists will be confirmed by the Friday following Labour Day, where possible and parents will be informed.
10. If registration has been confirmed at one school, this does not transfer to another school location.
11. French Immersion Senior Kindergarten will continue at existing City sites as listed:
("Intent to Register" and "Waiting List" Procedures will follow the same guidelines as outlined above)

***ALL EXISTING CITY SITES WILL CONTINUE TO OFFER JUNIOR KINDERGARTEN.
THE FOLLOWING COUNTY SITES WILL OFFER JUNIOR KINDERGARTEN FOR THE 1999-2000 SCHOOL YEAR:***

Billy Green-Upper Stoney Creek
Janet Lee- Upper Stoney Creek
Eastdale-Lower Stoney Creek
Green Acres-Lower Stoney Creek
Memorial-Lower Stoney Creek

Grange-Ancaster
C.H. Bray-Ancaster
Fessenden-Ancaster
Queen's Rangers-Ancaster

Beverly Central-West Flamborough
Lynden-West Flamborough
Greensville-West Flamborough
Sheffield-West Flamborough
Flamborough Centre- East Flamborough
Mary Hopkins-Waterdown

Bellstone- Glanbrook
Mount Hope- Glanbrook
Parkwood-Glanbrook
Bellmoore-Glanbrook

Central Public-Dundas
Pleasant Valley- Dundas
Dundana-Dundas

FRENCH IMMERSION LOCATIONS**LOWER CITY for children living.....**

West of Highway 403 to City Limits
George R. Allan School
900 King Street West.

Between Highway 403 and James
Earl Kitchener School
300 Dundurn Street South

Between James and Gage
Sanford Avenue School
149 Sanford Avenue North.

Between Gage and Cochrane/Strathearn
A.M. Cunningham
100 Wexford Avenue South.

East of Cochrane/Strathearn to City Limits
Glen Echo School
140 Glen Echo Drive

UPPER CITY for children living.....

West of Upper Wentworth to City Limits
Norwood Park School
165 Terrace Drive

East of Upper Wentworth to City Limits
Peace Memorial School
75 East 36th Street

Definitions

Intent to Register: A parent's initial contact with the school to declare an interest in registering his/her child for the coming September. This contact determines the placement priority or sequencing of the waiting list. From the "Intent to Register" list the principal will make contact with the family to set up official registration.

In Catchment Waiting Lists: Include only the names of children who live within the school boundaries. All "in catchment" children are registered before "out of catchment" names are considered.

Children attending a childcare centre within the school and who live out of catchment, will be given priority for any spaces that exist after "in catchment" children are accommodated.

Out of Catchment Waiting Lists: Include the names of children who live outside of the school boundaries.

Parent Information Package: It is suggested that each school prepare a package containing information on class times and operational data unique to the school; a "Welcome to Our School" letter/booklet; a registration form, a health and immunization form; information on decision-making on class placement; the organization and staffing of kindergarten; the gradual entry process; busing information; "out of area" waiting list procedures; and kindergarten program information.

LITERATURE REVIEW

CONTRASTING HALF-DAY, EVERYDAY TO ALL-DAY, ALTERNATING DAY KINDERGARTEN SCHEDULES.

Submitted to: Lynn Howarth-McCue
Early Years Consultant
Hamilton-Wentworth District School Board

By: Audrey Hensen B.Ed., M.Ed.
Teacher
Hamilton-Wentworth District School Board

January 10, 1999

This literature review examines studies that contrast half-day, everyday Kindergarten programs to alternate-day, full-day programs. The review synthesizes findings from published studies conducted over the last twenty years. (Finkelstein, 1983; Good, 1996; Gullo, 1990; Gullo & Clements, 1984; Jalongo, 1986; Schulz, 1981; Tephly, 1985; Ulrey, Alexander, Bender & Gillis, 1982). The studies reviewed were those made available by the Dr. Harry Paikin Library.

The review was conducted to determine what educational research says about the advantages and disadvantages of each program, so as to best determine which of the two Kindergarten programs is the most advantageous and developmentally appropriate for Kindergarten children.

Most of the studies reviewed are qualitative in nature, based upon the first-hand experience of educators, parents and early childhood professors in their dealings with children in half-day or alternate-day Kindergarten programs. Some of the studies are based on quantitative research. Quantitative research of is quite difficult to conduct around this topic, due to the limited ability of researchers to measure factors concerning the child's affective domain. Academic testing at this age is also very difficult, as children are still largely at a concrete-operational stage of development, and their performance on school tasks is difficult to measure.

These studies deal with issues related to;

- * Academic concerns
- * Cost
- * Children
- * Parental concerns
- * Instructional implications
- * Implications for teachers
- * Assessment

ACADEMIC CONCERNS

In nearly every study, the discussion of Kindergarten students' academic achievement arises when comparing half-day and alternate-day Kindergarten programs. Most studies concur that there are no significant differences related to academic benefits of either program, with the exceptions of Good, and Schulz.

Good, in her study, interviewed teachers about their perceptions of children attending the alternate-day model. She found that teachers believed their students' academic competence was decreasing and concept retention was more difficult than for students they had previously taught in a half-day program.

Schulz's interviews with teachers highlighted a perception that children in the alternate-day program were behind previous years' classes (half-day) in reading readiness.

COST

All studies discuss the issue of cost when addressing the change of half-day Kindergarten programs to alternate-day. There is a consensus that the cost savings of dropping a noon bus run is advantageous to school districts, and seemed to be the impetus for the change to alternate-

day.

One study discussed the possible erosion of this saving due to the changes in programming that should occur with the scheduling change.

Schulz's respondents felt that with an all-day program, larger physical spaces were needed to accommodate more kinds of activities and that more materials and equipment were required to provide for all-day involvement of the students. (p.9).

As well, "Nearly all advocates concur that an aide is needed in a full-day program, so the salary of aides would further reduce the amount saved." (1981, p.19).

Good addresses another cost issue, which relates to special needs children. She found that more children in the alternate-day model were referred to special services for support and were in need of retention.

Her views on providing alternate-day programming are: "If a school district does not meet children's needs early in their school careers, the result will be an increase in amelioration services later on--at a greater financial cost to the district and a greater academic and social cost to the children." (1996, p. 30).

The issue of cost and Kindergarten scheduling has been with us for some time. Dr. SueAnn Bates, a noted early-childhood specialist writes in 1969, "The tradition of Kindergarten programs being a half-day, daily program for the child is based on children's growth and development, learning theory and 105 years of successful programming."

She goes on to give her view on the change to alternate-day scheduling:

"The decision has not been based upon a needs assessment of students, but a cost-effective assessment which decided transportation costs would be cut if a noon Kindergarten bus was not run. School transportation costs should not affect or dictate the instructional program of the school. The rationale for changing the Kindergarten schedule from half-day, daily to a full day on alternate days should be closely examined and analyzed.

The five-year-old child and Kindergarten program should not be made the fall guy of school transportation costs and budget restraints." (Bates in Schulz, 1981, p.12).

CHILDREN

The studies reviewed were predominantly set up to collect data on the effect of alternate-day, full-day programs on children.

After examining data about alternate-day programs, the researchers found a substantial number of negative impacts on the children, mostly in relation to behaviour, attitude and well-being.

Attendance at school was a concern for Guillo and Clements, Finkelstein, Schulz and Good.

Schulz's respondents found that children showed lowered resistance to illness due to fatigue. The fatigue stemmed from the day being too long.

With increased illness came more frequent absence.

Some parents persisted in sending their sick children to school for fear of them missing too much (If a child missed a Friday on a W-F alternate Monday schedule, he or she could conceivably be out of school for 6 sequential days).

This away-from-school time also proved to be a problem in relation to snow days and P.D. days. Schulz's concern was that interruptions in schooling are difficult for 5-year-olds to make up. Schulz's study also expressed concern over the whole child's body rhythm being thrown off: children couldn't seem to gain a sense of time of day.

Finkelstein's research also revealed concerns about sporadic attendance with the alternate-day schedule that she concluded had repercussions for achievement.

"Success in education, among other things, is based on a number of successful, reinforced repetitions. Anything other than every day substantially reduces the opportunity for this."

(1983, p.44).

According to Gullo & Clements and Schulz, decreased social competence and fatigue resulting in a host of negative behaviors appear to be additional drawbacks of the alternate-day program. Good found poorer social skills due to increased fatigue, irritability and aggression, as well as lengthened adjustment to school for children who suffer from separation anxiety. Increased stress levels were noted, as well as an increase in competitive behavior. She found a decrease in both cooperative behavior as well as level of comfort. Good notes that these factors create an environment that is not conducive to learning or creating a positive learning disposition in children.

Ulrey et al., found an increase in children's level of fatigue.

Gullo & Clements noted greater difficulty in adjustment to school in the forms of crying and other signs of discomfort. Confusion about school schedule persisted all year long. Fatigue was evident, and familiarity with other children was delayed.

Exhaustion is noted in Schulz. With fatigue came an inability to sustain school work in the afternoon. Children were expected to absorb two days curriculum in one day. Schulz found that the alternate-day model would put children attending it at a disadvantage, as they have too short an attention span for such concentrated learning.

Finkelstein found the day too long for children. They found the schedule to be difficult and ended up alternating between fatigue and boredom. Immature children in particular had difficulty coping.

She feels: "Half-day programs best fit the developmental nature of the 5-year-old, and leave time for the child to remain a child for part of the day." (1983, p.44).

The half-day program also provides for emotional stamina. Her study found that the children who attended half days were more alert, attentive and had a better retention of learning.

Positive outcomes of the alternate-day schedule on children were as follows;

Schulz found a benefit was that the children who did need to be bussed long distances to attend school spent considerably less time each week on the bus.

Ulrey et al., as well as some of Finkelstein's respondents stated that for some children, the alternate-day model helped children adjust to the total school schedule, and made for an easier adjustment to Grade One.

Ulrey et al., found that children showed more interest in school.

PARENTAL CONCERNS

Outcomes for the family were addressed in some of the studies.

Finkelstein's parent respondents found scheduling to be difficult in the alternate-day model. They found their children to be either exhausted or bored, and they found that scheduling babysitting was difficult. When children were in a half-day program, it allowed parents to spend half of each day with their children.

Ulrey et al. found that the alternate-day model created inconsistency in routine for both child and family.

In Schulz's study, parental input "...unmistakably indicated a clear preference for remaining with half-day scheduling." (1981, p. 22).

Parents who liked the alternate-day model, in his opinion, "...favor it for the wrong reason, namely convenience to them rather than what is good for the child." (p. 13).

INSTRUCTIONAL IMPLICATIONS

The lack of consistency, routine, repetition and continuity in the alternate-day program

emerged as a concern in most of the studies.

Schulz found the full day 'too long' with little being accomplished in the afternoon segment of the day.

Finkelstein concluded that a half-day program offered children a more predictable routine and less stress.

"It was felt that Kindergarten children need some structured group learning experience time each day as well as some individual, less structured time." (1983, p. 44).

Some of her teacher respondents felt that the afternoon segment of the alternate-day model turned the program into an expensive way of providing child care, as little could be done with the children academically.

In terms of curricular considerations, Gullo & Clements felt that although the same material was covered in both programs, more pressure was placed on children in the alternate-day program to learn it.

Both they and Schulz and Tephly felt that a great deal of time was spent by the teacher on reviewing or reteaching material due to the long stretches of children's absence, inevitable with the alternate-day schedule.

All found that afternoon instructional time was minimal. Gullo and Clements felt there was not enough time in the morning to balance that lack of afternoon time, as children need breaks from instruction.

On a more positive note, two of Finkelstein's respondents felt that the children in their classes seemed to get more out of a full-day situation.

There also seemed to be a consensus that full-day attendance allowed for big projects, such as cooking or field trips.

IMPLICATIONS FOR TEACHERS

Some attention is given in the studies to the effects of the different schedules on teachers.

Good found that her respondents experienced difficulty dealing with children's short attention span over a full day. They also reported difficulty providing continuity and keeping groups together. Programming needed to be different with less actual teaching time.

Teachers in Good's study also found communication with parents more difficult in the alternate-day model. They found their theme units disintegrated and there was inconsistent scheduling of special activities.

They also found there was more time available for extended projects, play and self-directed activity.

Schulz's teacher respondents found difficulty meeting all of the social and emotional needs of five-year-olds in a full-day program and that too many interruptions in instructional time were necessitated by the children being at school all day.

They experienced more discipline problems. His respondents also found the full day permitted some involved project work.

ASSESSMENT

Assessment in Kindergarten is done primarily through observing children and noting behaviour, skills and activity.

These studies discussed assessment. Finkelstein stated that daily experience for children in a half-day, every-day Kindergarten program allows for continuous evaluation.

Schulz's concerns with assessment in the alternate-day model were that teachers found themselves unable to observe endangered children adequately.

The third study, conducted by Gullo is a quantitative one that looks at teacher's ability to accurately assess development in a half-day, everyday, full-day, everyday and alternate-day full-day program, comparing assessment to actual student achievement.

Gullo points out that the teachers' ability to assess Kindergarten children is critical.

Since the teacher does not rely on testing to assess the child, it is usually his or her perceptions which determine such issues as retention, support services needed, as well as subsequent academic programming for the child.

Gullo's study found that "the alternate day teachers displayed a pattern of less accurate assessment of children's end of the year achievement." (1990, p. 48).

Although product-oriented tasks were assessed equally well as by teachers in a half-day model, process-oriented components (i.e. reading readiness) were not. Gullo attributes this to the teacher not seeing the children on a daily basis and suggested that "teachers teaching the alternate-day schedule did not know their children as well as the teachers teaching in the other two schedules." (p. 49).

DISCUSSION

In doing this literature review, it was found that there has been scarce research done on the advantages/disadvantages of half-day, everyday vs. full-day, alternate day Kindergarten. The studies that have been conducted clearly indicate that there are significant problems with the alternate-day model for children, their families, instructional set-up, teachers and assessment.

It appears from the research daily interactions are the key element for children's well-being and social adjustment. Academic gains appear not to be an issue in terms of either program. Cost of transportation seems to be the driving force behind changes from a half-day, everyday to an alternate-day program, with no evidence to demonstrate any positive gains for the children involved.

Half-day, everyday programs still seem to be the program best suited to the Kindergarten child's age, both developmentally and practically, and the program of choice for the majority of the respondents in these studies.

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The Hamilton-Wentworth District School Board
Financial Analysis for Junior Kindergarten Sites @ June 1998:

	F.T.E.		F.T.E.		F.T.E.		F.T.E.		F.T.E.		F.T.E.		Notes:
	Foundation	Actuals	Difference	Foundation	Actuals	Difference	Foundation	Actuals	Difference	Foundation	Actuals	Difference	
FOUNDATION GRANT:													
Classroom Teacher													
Classroom Teachers using M.E.T. ratio (25:1):	48.07	48.07	0.00	2,690,718	3,004,408	(313,689)							1
Teacher Qualification Assistance Grant:				313,689		313,689							2
Additional Classroom Teachers @ actual ratio (20.4:1):		10.88	(10.88)	0	680,007	(680,007)							3
	48.07	58.95	(10.88)	3,004,407	3,684,415	(680,008)							
Supply Teachers				97,342	68,839	28,503							4
Staff Development				13,219	531	12,689							5
Library & Guidance													
Teacher Librarian	1.56		1.56	85,324		85,324							
Guidance Teacher	0.24		0.24	13,219		13,219							
Preparation Time	4.81	5.90	(1.09)	272,797	368,441	(95,644)							6
				3,486,309	4,122,226	(635,917)							
Teacher Assistants	0.24			6,009	142,118	(136,109)							7
Professional/Para-Professional Supports	1.60	0.25	1.35	78,114	21,412	56,702							8
Classroom Consultants	0.60		0.60	44,465		44,465							
Textbooks & Learning Supplies				90,131		90,131							9
Classroom Supplies				92,535	85,637	6,898							9
Classroom Computers				51,675		51,675							
				362,929	249,166	113,762							
In-School Administration													
Principals	3.30		3.30	288,420		288,420							
Vice Principals	0.90		0.90	72,105		72,105							
Dept. Heads													
School Secretaries	4.41		4.41	144,210		144,210							
Supplies				6,009		6,009							
				510,744	0	510,744							10
	113.81	75.98	(10.48)	4,359,981	4,371,392	(11,411)							

Appendix 9.

OTHER GRANTS:

	\$	\$	\$	\$
Grant	Actuals	Difference		
S.E.P.P.A.:				
School Operations:	417,007	0	417,007	11
School Renewal:	624,910	624,910	0	12
	115,368	115,368	0	13
	1,157,285	740,278	417,007	
	5,517,267	5,111,670	405,596	

6-47

The Hamilton-Wentworth District School Board
Assumptions/Notes for Financial Analysis of Junior Kindergarten Sites @ June 1998

- 6-48
- 1 The M.E.T. funding model allows an average salary of \$50,000 and benefits of 12%, for a total average of \$56,000. The actual salaries & benefits (9.45%) were calculated using actual 1997-1998 staff and anticipated 1998-1999 increments. The actual average salary and benefits is \$62,500.
 - 2 The variance caused by the difference in average salaries (the difference between what we pay a teacher and what the M.E.T. is prepared to fund in the Foundation grant) is approx. \$314,000. This variance is almost entirely offset by the Teacher Qualification Assistance grant.
 - 3 The variance caused by additional F.T.E. is approx. \$680,000. This variance is created by the existing staff required to deliver the program as it currently exists. There is no specific funding in the M.E.T. model to offset this variance.
 - 4 The actual supply teacher costs, per Human Resource Services, is calculated using an average of 9 absences per teacher, per year, times the F.T.E. teaching J.K. times \$129.75 per day (the certified teacher rate).
 - 5 The actual staff development allocation is \$9 per F.T.E. per the 1997 City guidelines.
 - 6 Actual prep time based on 10% of classroom teachers F.T.E. and dollars.
 - 7 The actual teacher assistants (E.A.'s), per Human Resource Services, is calculated as follows: Basic Allocation is the total number of students (F.T.E.) times .01 times .22. There is an additional allocation for JK-5 students: total number of students (F.T.E.) times .01 times .22. The product of this calculation gives the E.A. allocation for the J.K. program. The actual average salary and benefits for an E.A. is \$26,877.
 - 8 The actual salaries & benefits (9.45%) calculated using actual Project Team Leader for Early Childhood Education: \$85,648
 - 9 The actual classroom supplies and textbooks based on 1997 City Budget Compensatory Education Elem. rates: \$71.26
 - 10 It is not possible to establish an actual cost for principal/vice-principal/secretarial time.
 - 11 The Special Education S.E.P.A. grant is available to support students who have Special Education needs. At this time, we do not incur any costs in the existing J.K. program relating to special needs, as per Program Services/Special Education. Per Human Resource Services, Learning Resource Teachers (L.R.T.'s) are allocated to a facility based on the Grade 1-8 enrolment, therefore, we cannot make an allocation to the J.K. program on an enrolment basis.

The Hamilton-Wentworth District School Board
Assumptions/Notes for Financial Analysis of Junior Kindergarten Sites @ June 1998

- 12 The School Operations grant is calculated by multiplying the enrolment by the M.E.T. rate = \$624,910. The actual school operations cost can not be determined at this time as we are unable to calculate cost of heat, power, water, snow removal, repairs, etc. on a per classroom basis. We will assume that the actual costs associated with operating the classroom are equivalent to the funding provided in the M.E.T. Funding model.
- 13 The School Renewal grant is calculated by multiplying the enrolment by the M.E.T. rate = \$115,368. The actual school renewal cost can not be determined at this time as we are unable to calculate the costs associated with the school renewal grant on a per classroom basis. We will assume that the actual costs associated with school renewal are equivalent to the funding provided in the M.E.T. Funding model.
- 14 Planning and Accommodation Dept. figures for J.K. enrol. (Oct.97/Mar.98) used: 2,403.50 students = to 1,201.75 F.T.E.
- 15 The M.E.T. has advised us that transportation funding will be based on an average of our 3 previous years total transportation costs, less 3%. We will assume that most of our transportation costs, as they relate to J.K., will continue to be covered, until further clarification can be determined.
- 16 The accommodation requirements can be met for this scenario without incurring any additional costs. (ie - insufficient space requiring additional classrooms/portables, insufficient washroom facilities, etc.)

The Hamilton-Wentworth District School Board

MEMORANDUM

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education

Date: February 23, 1999

Re: **Curriculum Processes Transition Committee: Reports of the
Instrumental Music/Strings and the Design Technology/Family
Studies Work Groups**

The Curriculum Processes Transition Committee divided into seven work groups to complete its tasks. Previously the Board has considered the reports from the Ontario Curriculum and the Reading/Writing Non-Mandated Support Program work teams.

The reports of two additional Curriculum Processes work groups have been reviewed by Executive Council and are presented for consideration of the Education Committee at this time.

The Hamilton-Wentworth District School Board**M E M O R A N D U M**

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education

Date: February 23, 1999

Re: **Report of the Curriculum Processes Transition Committee:
Design Technology/Family Studies Work Group**

Recommended Action:

Moved by _____ that The Hamilton-Wentworth District School Board accept the report of the Curriculum Processes Transition Committee: Design Technology/Family Studies Work Group and forward it to senior administration for action.

Rationale:

The Design Technology/Family Studies Work Group has worked very hard to investigate options for maintaining a Design Technology/Family Studies program at the middle school level as these programs are highly valued by adolescent students and their parents. The Work Group has provided a very detailed rationale outlining the benefits of these programs for students at the Grade 7 and 8 level.

After several large group meetings where discussion of the report occurred and changes were made by the Work Group, the Curriculum Processes Transition Committee approved this report in principle. However, some questions and concerns regarding the problems which will have to be overcome if these programs are to receive system support and approval remained. These problems were also raised by Executive Council. For example:

1. There is no separate Design Technology or Family Studies Ontario Curriculum, so these programs continue to be "non-mandated" and finding sufficient expectations at the right grade levels within the mandated Ontario Curriculum (particularly in the Science and Technology and Health and Physical Education documents) to justify the time allocation for this program within the curriculum may prove problematic;

2. Organizational and instructional problems in providing the programs to all Grade 7 and 8 students within the board without the facilities and equipment within every school with Grade 7 and 8 students;
3. Finding the financial resources for the costs associated with these programs (bussing, refurbishment and repair of facilities and equipment, safety issues, supplies) within the Ministry funding model;
4. Equity (county schools have continued DT/FS as a "system" program while city schools have not received "system" support for a number of years);
5. A sufficient number of trained and certified teachers to offer the programs.

While the Work Group has developed some highly innovative ideas around these issues, more investigation and consultation will be required to operationalize their suggestions and to determine if the financial and human resources required can be found without serious detriment to mandated programs.

It will not likely be possible to plan for and implement the suggested pilot by September 1999; in that case, a decision will be required concerning the current program in county schools for the coming year. Other decisions such as those being made in the formulation of a Board Transportation Policy will impact on the feasibility of the proposals presented.

While it is necessary to point out some of the continuing concerns, the Work Team members - administration, staff, students and parents - must be commended for their energy and commitment to researching and attempting to solve a very difficult problem for the benefit of many students within the jurisdiction.

RECOMMENDATIONS OF THE FAMILY STUDIES/DESIGN TECHNOLOGY WORK TEAM

Recommendations to the Curriculum Processes Committee as of February 5, 1999

Parents:

Karen Broe
Nancy Katz
Lynn Levine
Ruth Anne Martin

Teachers:

Brian Cumming
Joan Douglas
Sue Fenton
Mike Helt
Michelyn Putignano
Mike Stanley

Students:

David Charko

Administrators:

Peter Greenberg
Tessa Law

The Family Studies/Design Technology Work Group has devoted a significant amount of time to the preparation of this report. Its content is based upon input from a wide variety of parents, students, teachers, and school administrators from both the elementary and secondary panels.

The Family Studies/Design Technology Work Group recognizes that while this subject area is extremely popular among the grade 7 & 8 student population, and is ideally suited to the kinesthetic learning needs and learning style of our transescent students, it is not, in and of itself, one of the "mandated" programs. However, as a planning team, we also wish to emphasize that, in our view, it clearly represents the best model with which to deliver and meet many of the mandated curriculum expectations which have been prescribed.

It is highly recommended that the suggestions, as presented below, be implemented during the 1999-2000 school year on a "pilot" basis with a built-in annual review process. Issues such as program equity between and among schools and the concept of developing and using alternative approaches through the use of specialized kits be further studied and reviewed during the course of the pilot year.

RECOMMENDATION	EXPLANATION	RATIONALE
<p>1.0 PROGRAM SITES That the Hamilton-Wentworth District School Board operate 10 program centers as satellite sites. Four would be in city schools, where facilities already exist. The programs, which are currently offered in suburban schools from the former county, would continue.</p>	<p>It would be very costly to increase the number of school sites and the expensive equipment which would be needed to equip each program center.</p>	<p>Family Studies and Design Technology programs are key components of a middle school curriculum. They address many of the needs and kinesthetic learning styles of the transescent learner and provide the means through which the mandated curriculum expectations, from other disciplines, can be implemented.</p>
<p>2.0 PROGRAM STAFFING That certified/qualified teachers must be hired for these positions, to maintain an optimal level of safety and learning outcomes for all.</p>	<p>Centralized hiring be used to provide a uniform approach and quality control.</p>	<p>The use, maintenance and safe operation of specialized machinery makes it imperative that teachers be assigned, who are qualified and well versed in the proper and safe operation of equipment/machinery.</p>
<p>3.0 TRANSPORTATION (i) That the four city satellite centers be at schools which are on either school or H.S.R. bussing routes. (ii) That in cases where school bussing is required, that it be directly from home sites to the host school. This would, in effect, not incur a large expenditure, since it would be an extension of existing routes.</p>	<p>(i) Schools may be in close enough proximity to the host centers to allow for walking; alternatively, the purchase of bus tickets by the home school, would be investigated; (ii) No new bussing routes, with their attached high costs, would be established to transport students. However, the drop-off location on FS/DT days would be at the host school.</p>	<p>As a means of reducing costs, the program, for these centers, would run for a full day where both subjects are taught for ½ of each day. This block timetabling approach, which will reduce the number of trips needed to cover the curriculum expectations, will provide a substantial savings for a school over a short period of time.</p>

<p>4.0 INSTRUCTIONAL TIME That there be as equitable a provision of instructional time as possible by determining minimum hours of instruction for each center.</p>	<p>This can be done by dividing the number of grade 7 & 8 classes by the number of class slots to determine the number of hours each class receives.</p>	<p>Each school will have its own priorities, based on community needs. Hours of instruction may exceed minimal expectations.</p>
<p>5.0 CLASS SIZE That class sizes be at about a 15:1 PTR., which is about 1/2 of the usual size.</p>	<p>This is a recognized practice for both safety reasons and the need to offer individualized problem solving assistance for many students.</p>	<p>Operating FS/DT classes with a 30:1 ratio can create a high risk situation. There is a need for close supervision in order to maintain a safe learning environment.</p>
<p>5.0 CURRICULUM That the team of teachers, who are assigned to these programs, develop the units and applications which will address the curriculum expectations, as prescribed in the New Ontario Curriculum "Health and Physical Education" [Healthy Living]; "Science and Technology" [Matter & Materials; Structures & Mechanisms]. Please note the references, from the attached package.</p>	<p>(i) In order to offer a program which is consistent from center to center, a curriculum must be developed and available. The teacher practitioners and consultant staff are best able to generate this material. (ii) Having Physical Education/Health Teachers cover the "Healthy Living" expectations, takes time away from the desired amount of physical education time.</p>	<p>(i) Consistent curriculum guidelines are necessary in order for learners to complete their courses of study achieving similar outcomes and expectations on a District-wide basis. (ii) Currently, most schools do not meet the Ministry curriculum guidelines for daily Physical Education.</p>
<p>6.0 ACCOUNTABILITY That each FS/DT teacher report to the students' home school in a clear, articulate, and uniform manner. The FS/DT team will report to and gain approval from the appropriate Superintendent for the program and reporting design.</p>	<p>(i) A reliable communication system must be in place to provide feedback and evaluative statements and grades for students who attend satellite teaching centers. (ii) The reporting format should be the same as for other subjects.</p>	<p>(i) In order for there to be a standard level of learner expectations, it will be necessary to develop and implement assessment rubrics which can be applied on a District-wide basis. (ii) The electronic report card should be used to assure standardized reporting.</p>

<p>7.0 BUDGETING</p> <p>(i) That approximately \$8.00 per pupil be allocated from the "high cost programs" budget to be used for supplies and transportation costs, as required, to the 4 satellite centers.</p> <p>(ii) That an annual budget of \$1500 be set aside to pay for equipment replacement, maintenance and repair costs for each of the 10 sites.</p> <p>(iii) The number of schools which access each site will determine the cost per school, from its own budget. The \$1500 maintenance budget will be divided by the number of schools using the site. Thus, if 5 schools accessed a site, the cost would be divided by 5 (\$1500÷5=\$300 each).</p> <p>(iv) The total cost of the District-wide program for 10 sites would amount to \$15,000.</p> <p>(v) That the HWDSB provide a one-time allocation of \$15,000 to cover initial maintenance and start-up costs for machines which may have been idle for several years.</p> <p>(vi) That specialized FS/DT kits be developed and available to schools through "Kit Services"</p>	<p>(i) Each school will decide how to generate the funds needed to get their students to the satellite centers. Funds which have already been allocated for "high cost programs" could be used.</p> <p>(ii) Machinery does require repairs from time-to-time.</p> <p>(iii) If a school travels to a satellite center, a form of "rental" would be initiated to help defray the repair and material costs which are incurred by the host school.</p> <p>(iv) Each host school would receive a budget-line of \$1500 to run their program.</p> <p>(v) Some equipment has been left unused for a number of years. In order to get this equipment up to standard, some fine tuning may be necessary.</p> <p>(vi) Because of possible transportation difficulties, some schools may prefer not to travel to a satellite center. They may wish, instead, to have the FS/DT teacher from that center come to their own school to provide the FS/DT program.</p>	<p>(i) Bus tickets could be purchased directly from the allowance. This amount can be finalized once the instructional time, for each class, is finalized by the teacher planning group.</p> <p>(ii) Machinery which is kept in a state of good repair will usually require less attention than equipment which is left idle.</p> <p>(iii) It is inequitable to have the host school absorb the total cost of FS/DT programs for visiting schools. In this way, the individual expenses of each school will be reduced, accordingly.</p> <p>(iv) 10 sites @ \$1500.00=\$15,000.00</p> <p>(v) The longer equipment and machinery are left unused, the more quickly deterioration occurs.</p> <p>(vi) Community schools may prefer to offer a different program delivery plan. The FS/DT teachers from the satellite center could teach the course with specialized FS/DT kits, which could be borrowed from the "Kit Services Department."</p>
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<p>8.0 STAFFING That 14 F.T.E. teachers be assigned to teach this program. While this amounts to a total salary cost of about \$700,000. it is not an add-on expenditure.</p>	<p>FS/DT classes are one means of providing the prep coverage which is mandated by the teachers' collective agreement.</p>	<p>It is necessary to use smaller PTRs in each center, as a means of providing a safe learning environment. There will not necessarily be the need for full time teaching staff to be allocated to each center. The 14 F.T.E. is a total complement for the District.</p>
<p>9.0 PROGRAM DELIVERY (i) That schools which have their own facilities available be permitted to offer programs, whether through elective days, extended studies, and/or integrated programming through school-based funds. (ii) That the creative use of FS/DT rooms and staff not be discouraged, as it meets students' needs and is school-based in design.</p>	<p>Some schools may wish to provide additional opportunities for FS/DT use as part of a broader program of curriculum integration.</p>	<p>Schools, in conjunction with their School Councils, are in the best position to judge the needs of their own communities. Offering time beyond the minimal standard for particular subjects should be no different for FS/DT than it is for Maths, English, Music, History, etc.</p>

Family Studies and Design and Technology



A proposal for considering both the needs of Transescents Gr. 6 - 8
and the value of including these subjects for all students.

Hamilton Wentworth District School Board

150 Main St. W.
Hamilton Ontario

905 527 5092

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May 1998

Family Studies and Design and Technology for middle schools in H.W.D.S.B.

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Family Studies and Design and Technology for middle schools in H.W.D.S.B.

BACKGROUND

As part of the curriculum processes committee for the Transition process for the Hamilton Wentworth District School Board, the Family Studies and Design and Technology sub-committee met to examine current practice in each of the former boards and provide a model and rationale for the future model being proposed. Members represent parents, students, teachers, and administrators from both of the former boards.

- Parents and school council members - Karen Broe - G. R. Allan and Dalewood
 - Nancy Katz - Dundas District
 - Lynn Levine - Dundas District
 - Ruth Anne Martin - Mountain view
- Administrators
 - Peter Greenberg - Dundas District
 - Errol Ellis - Mountain Sec.
- Teachers
 - Brian Cumming - Hillcrest
 - Joan Douglas - Dr. J. Seaton / Spencer Valley
 - Sue Fenton - Ryerson
 - Mike Helt - Dalewood
 - Tessa Law - Parkdale
 - Michelyn Putignano - Delta Sec.
 - Michael Stanley - Dundas District
- Student
 - David Charko - Dundas District

EXECUTIVE SUMMARY

- ♦ Prior to September 1996, the Board of Education for the City of Hamilton had both of the subjects taught, staffed and budgeted for grades 7 & 8. It had been budgeted for until September 1995 at the Grade 6 level as well.
- ♦ The Wentworth County Board has both subjects taught, budgeted for and students currently bussed to, if facilities don't exist in their home school, and are continuing to fund the program until June 1998.
- ♦ Proposal addresses need for and cost of a Family Studies and Design and Technology program for all Grade 7 & 8 students.
- ♦ Student benefits, school wide amelioration and drastically reduced funds required to run the program will be outlined.

Family Studies and Design and Technology for middle schools in H.W.D.S.B.

- ♦ The proposed plan will be evaluated after a year by students, teachers, school councils, administrators to see if the costs are worth the benefits gained. The board can withdraw funding if not satisfied that stakeholders feel the program is worth continuing.

INTRODUCTION

It is indeed challenging to examine and decide which programs should run and which should not in these times of budgetary restraint. This proposal will suggest a new model for offering both Family Studies and Design and Technology at the elementary level. We propose alternative arrangements to meet varying needs across the system, have stripped the budget to a fraction of the current amount and will suggest a way of income generation which may make the model even more practical as it grows.

✦ Statement of Problem /Need

- ♦ This proposal is presented because of the committee's awareness of the needs of young transescents: namely the need for hands on skills and practice, life skills, technological skills and hands-on problem-solving practice.
- ♦ Behavioural issues with some students are often avoided when these programs are available in middle schools due to low pupil-teacher ratios and all students' need for but especially these students for kinesthetic activity.
- ♦ Financial savings are the need of this board (cost savings). This proposal uses transportation routes already in effect so little if any bussing costs would be necessary. No new classrooms would be opened and thus need equipping. Budgets for supplies to run the program are less than half of previous amounts.
- ♦ Current resources (equipment and personnel) would continue to be used or redeployed.
- ♦ It is equitable for all students in the system.

✦ Project Scope and Objectives

All students at the grade 7&8 level will receive the benefits of Family Studies and Design and Technology instruction.

- ♦ We offer several viable models for consideration

Family Studies and Design and Technology for middle schools in H.W.D.S.B.

- The model is able to be offered in September 1998 but would still be viable if not in place until September 1999.
- Several teams of specialists will person the sites but since the number will be reduced , communication between and uniformity of program are achievable

ACTION PLAN

Model 1 Family Studies and Design and Technology runs in Middle Schools where facilities exist

- *1 FTE Design and Technology and 1 FTE Family Studies teacher per 15 classes or teachers will need to be split between schools or subjects if remaining in one school.*
- *semester system between Family Studies , Design and Technology*
- *time is spent in smaller than whole class size to allow for safety and appropriate skill development.*

Model 2 High schools to allow teaching of Family Studies and Design and Tech in their classrooms by elementary teachers where permits

- *allows maximum use of current facilities*
- *needs only minimal increase to secondary repair budgets due to increase wear and tear on equipment*
- *students would take current buses already in existence for secondary schools to do an all day program for 10 days in the school year.*
- *if space permits allows for other co-terminus boards to access the program and generate income for HWDSB*
- *where space is not available for instruction in these specialty areas for the full day, elementary teachers can teach other subjects not requiring special facilities in available rooms*

Family Studies and Design and Technology for middle schools in H.W.D.S.B.

- *gives students a taste of secondary school and eases the transition process to secondary school*

Model 3 set up satellite schools accessible to greatest number of schools due to location, proximity to bus routes etc. (e.g.. a Stoney Creek, an Ancaster, 2 mountain and 2 lower city sites)

- *equity of program and access*
- *#of classes with gr. 7 & 8 divided by the number of class slots in satellite centres = the number of hours each class receives*
- *if board chooses to limit the # of satellite centres then the program may need to be limited to Grade 8 students only.*

✠ Activity One

Costing of these models is difficult. In Model 1, it is difficult to ascertain if all the equipment previously in these schools, still exists and is in usable condition. Some have suggested that pilfering of equipment has taken place in the former City board over summers when many people can come and go without notice or explanation. In Model 2 the assumption is that a lot of space in specialty classrooms exists. There is some space in some schools currently but it changes with students option selections from one semester to another and one year to the next. (see data gathered by transition committee members, appendix 1.) The best model maybe a combination of 2 & 3, as this seems the most cost effective and yet still provide program.

MANAGEMENT PLAN**✠ Costs**

Provide the high level labour and material costs of the project. Include detailed labour and material costs in the appendices.

RESULTS

We are well aware that neither Family Studies nor Design and Technology are mandated programs by the Ministry of Education and Training. However it is critical to view education in the bigger picture of our society and the world and not become so focussed on costs that we forget the important learnings for students. There are global concerns, one needs read any magazine or watch many a television talk or documentary show to learn about issues like

- * healthy eating
- * use of leisure time
- * critical nature of family relationships especially in light of the number of abusive relationships, family breakdowns etc which occur in our society today
- * the need for skilled workers
- * the need for skills for independent living
- * the numbers of problem children (school drop-outs, young offenders, violent acts)
- * amount of family breakdown
- * abusive realtionships, need to identify and break the cycle of abuse
- * stress related problems - "Hurried Child"

Unless we have a curriculum in our schools we may find our society in more difficulty than ever. Family Studies and Design and Technology help address many of the issues listed above.

EVALUATION

Here you need to describe how you will measure the extent to which you've met the objectives, and the extent to which the results are consistent with your plan. NOT YET COMPLETED!

CONCLUSIONS/NEXT STEPS

Our Transition committee sub-group is continuing to meet to address areas not yet fleshed out, (eg. evaluation) and will work on any other suggestions from the steering committee.

APPENDICES

Appendix 1

RESULTS OF AN INFORMAL SURVEY OF SPECIALTY ROOMS AVAILABLE FOR FAMILY STUDIES IN 1997-98

Ancaster High Mrs. Murray (unknown)

Highland Mrs. McDonald 2 periods per day

Waterdown J. Bowler no space

Saltfleet no space available

Parkside Miss Risdell (unknown)

Orchard Park Mrs. Bent, R. Catagin no space available

Scott Park A. Pocq 1 room avail. 2 periods per day

Hill Park no space available

Parkview B. Lukey 1 room (not food lab) 1 period per day

Westmount T. Warren no space available

Churchill J. Boutz 2 rooms (food lab) each available 1 period per day

Glendale B. Makins no space available

Family Studies and Design and Technology for middle schools in H.W.D.S.B.

Barton S. Fowler 1 room 1 period per day

Many secondary schools have sewing machines not in use which could be shared.

Total for current year 1997-98 for Family Studies only

8 periods are available across the District

Data collected by Joan Douglas for County, Michelyn Putignano for City

Attached is a survey of D/T and how much is currently being taught in the former City schools and the number of grade 7 & 8 classes there are

8 schools of the former 23 are offering DT during 1997-98

data gathered by Brian Cumming

- Appendix A

Also attached is a report on the pros to students of a Family Studies program . Note that the cons are not related to the student benefits.

prepared by Sue Fenton

- Appendix B

Appendix of excerpts from the Ontario Curriculum, 1998 for Science and Technology precis by Peter Greenberg, Principal, Dundas District School

- Appendix C

Appendix A

7-17
D & T Taught - 1997 - 1998

		<u>D&T</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>Spec.</u>
G.L. Armstrong	385-5337	N	4	4	4	
Elizabeth Bagshaw	561-9520	N	3	3	4	
W.H. Ballard	547-1689	N	4	4	4	
Bennetto	526-7666	N	4	4	4	
Burkholder	388-1130	Y	4	4	4	
Cardinal Heights	385-5344	N	6	7	6	
Chedoke	388-5834	N	5	5	5	1-ENR - 7
Dalewood	528-8631	N	4	6	5	
Glen Brae	560-6732	N	4	3	3	
Hampton Heights	387-0411	N	4	4	4	
Highview	385-2341	Y	5	5	5	
Hillcrest	549-3076	Y	4	4	4	
Lake Avenue	561-0402	N	2	3	2	
Lawfield	387-0062	N	5	5	4	
Memorial	549-3095	N	3	4	3	
Norwood Park	575-9808					
Prince of Wales	544-3379	Y	3	4	4	
Queen Mary	547-0321	Y	3	2½	2½	
R.A. Riddell	387-3350	N	3	3	3	
Ryerson	528-7975	Y	3	4	5	2 ESL
C.B. Stirling	385-5374	N	2	2	2	
Tweedsmuir	522-9276	Y	4	4	4	
Viscount Montgomery	544-5670	Y	3	2	2	
Westview	388-1502	N	6	7	7	
<u>Totals</u>		23	88	93½	90½	3
<u>Totals</u>	Y =	8		29½	30½	

Appendix E

Family Studies Report

Family studies is often the only subject in which special needs students and other non-academic students experience success. They enjoy and excel in the practical areas of the subject. One solution would be to eliminate the "hands-on" areas of the program so the subject could be taught in whole class sessions. However, to do this would restrict the opportunities for success for students who are not academically inclined. Research supports that middle students learn best by "hands-on" experiences.

Pros:

- teaches life skills
- promotes the family unit
- encourages healthy family relationships
- identifies functions performed by families
- investigates how families meet basic needs
- awareness of unhealthy (abusive) relationships
- family violence
- recognizes all family structures
- recognizes changes which occur within families
- encourages respect for different cultures
- identifies basic elements of family economics
- separates wants from needs in family economics
- investigates housing needs of families
- teaches basic parenting skills
- ages and stages of child development
- discipline and punishment
- providing safe environments for children
- relationship between play and learning
- selecting safe, appropriate toys for children
- foods for kids
- encourages males to be nurturing
- discourages gender stereotyping
- investigates male/female family roles
- recycling within the family
- nutrition
- selection, storage and preparation of food
- investigating anorexia and bulimia

Cons:

- costly
- practical sessions cannot be taught in whole classes (equipment, space, supervision, storage)
- much of the family studies program is practical

DESIGN TECHNOLOGY & FAMILY STUDIES PROGRAMS

The middle school of the 90's and its contemporary student population look for and expect relevance and meaning in the subjects that are covered. A significant number of children experience success and positive reinforcement through their exposure to the more academic subjects such as, English, Maths, History, Geography, and Science. They learn to apply the content and theory which these subjects offer and to seek higher scholarship challenges. Another large segment of our middle school clientele, on the other hand, learn little more than extended frustration in realizing that they are not able to keep up, academically. They do not appreciate the connections and applicability of theory in their lives. Yet they come to school and can be very eager to learn and to become active participants in the school life. So we work very hard to provide experiences where all students can feel these connections. For students who may not be headed toward an academic future, we offer adapted programs, special projects, alternate education settings, special classes and "hands-on" learning experiences.

School curricula has reached an advanced stage, to a great deal, through the use of and reference to a variety of technologies. Information technologies, such as computer science and television lead us to a focus on knowledge. Content technologies, such as Design Technology and Family Studies programs, on the other hand, lead to the production of a product. Familiarity with only one technological aspect is not viable. Both components are a prerequisite today in order for us to make decisions regarding technology. Design Technology nurtures and extends the natural processes of childrens' learnings.

There is an important consideration to be made if we are, in fact, to maximize the impact of technological studies upon our children. Integrating each of these subjects one with the other, makes each of them interdependent. They are inseparable and are the basis of the relevance noted above. The seamless meshing of subjects provides our students with practical problems which they will experience in their lives away from school. Through subjects such as Design Technology and Family Studies, students learn to become exploratory and creative in their problem solving attempts. Perhaps the greatest impact that these subjects have had on our students has been in their facing practical challenges and finding solutions.

Feedback from business leaders and industrial sources have made it abundantly clear that a person's ability to learn and work as cooperative team members is a requisite to success. The middle school technological studies courses add significantly to this need by incorporating group dynamics in addressing problems with a multitude of solutions. These are, by design and intent, programs which encourage problem-solving and group interaction. They are goal-directed programs which ultimately a transferable skill for life-long learning.

There is one aspect which is often neglected. Traditionally, certain subjects have a definite gender bias. Traditionally, we think of females excelling in the arts and languages, while males do much better in the maths, sciences and technology areas. Times have changed and we now make every effort to provide equal opportunities for these disciplines. It is exciting to observe grade 7 & 8 girls in the wood shop, constructing models and learning about power equipment, while their male counterparts are learning about child care, menu planning, food preparation and clothing construction.

Finally, what do our students have to say? They are, after all, the ones whose school programs are on the line. They have a less powerful voice, when it comes to the final decision-making, than others. Yet they are the consumers. When polled about the need to maintain a viable Design Technology and Family Studies program, they all worried about losing this part of their curriculum. They spoke of their surprise at the many things they had learned by applying theories they had learned in other subjects. They recognized, for example, that preparing a piece of wood for construction required the use of math in measuring the sides and angles and that it also included science in learning about the need to closely define stress points. In Family Studies, students commented about how much science was involved in the preparation of food and the construction of clothing. Many of our special education students expressed a concern that this area of their school program, which now offered them a sense of success, would be removed.

The new Ontario Curriculum for Science and Technology, provides many instances where these two subjects are intended to be present in the curriculum of Ontario students. The following citations and comments have been borrowed from this new curriculum booklet.

Technology, in the broadest sense,

"...includes much more than the knowledge and skills related to computers and their applications. Technology is both a form of knowledge that uses concepts and skills from other disciplines (including science) and the application of this knowledge to meet an identified need or solve a specific problem using materials, energy, and tools (including computers). The method of technology consists of inventing or modifying devices, structures, systems or processes." (S&T-3)

The integration of science and technology curricula presents an important aspect for this component of the Middle School curriculum. Whereas other subjects offer a theoretical basis to learning, science and technology are disciplines which provide students with a "way of knowing." (S&T-4) They are processes which encourage students to apply the knowledge, theories and hypotheses which have been presented through other mediums. It is vital for students to "...learn to relate their knowledge of science and technology to the world beyond school." (S&T-4)

What, then, are the goals of technology education? Why is there a concern about the reduction or elimination of Design Technology and Family Studies from the middle school curriculum? Primarily, the goal of these programs is to make sure that all students, prior to their entry into the secondary school system, must receive and acquire some basic feel for these areas:

" The goals are intended to ensure that all students acquire a basic scientific literacy and technological capability before entering secondary school. The goals for students are:

- to understand the basic concepts of science and technology;
- to develop skills, strategies, and habits of mind required for scientific inquiry and technological design; and
- to relate scientific and technological knowledge to each other and to the world outside the school." (S&T-4)

Several reference points are stressed by the new curriculum which relate to the roles of parents and teachers. For example, it is suggested that parents have an important role to play in the learning process by showing an interest in their children's home assignments and project work. As well, the document points out that this new curriculum, "...promotes lifelong learning...to promote safety techniques in the handling of tools and the disposal of harmful substances..." (S&T-5) Teachers, on the other

hand, aware of the need to provide experiential activities:

"...will provide as many hands-on activities as possible, since the inquiry and design skills emphasized in this curriculum must be taught and learned through experiences with concrete materials. The activities provided should allow students to discover and learn fundamental concepts through investigation, exploration, observation and experimentation... Opportunities to relate knowledge and skills to these wider contexts - to the goals and concerns of the world in which they live - will motivate students to learn in a meaningful way and to learn for life." (S&T-6)

In considering the importance of safety, the new curriculum stresses the need for teachers to be responsible for ensuring the safety of students during instructional time and classroom lessons. Teachers, will demonstrate safe practices at all times in accordance with both Ministry and school board policies and practices:

" To carry out their responsibilities with regard to safety, it is important not only that teachers have concern for their own safety and that of their students, but also that they have:

- * the knowledge necessary to use the materials, tools, and procedures involved in science and technology safely;
- * ... the skills needed to perform tasks efficiently and safely.

Note: Teachers supervising students using power equipment such as drills, sanders, saws, and lathes need to have *specialized* training in handling such tools. " (S&T-8)

This emphasis upon safety and the responsibilities of teachers and students continues with a notation regarding safety in the workplace:

"...Students demonstrate that they have the knowledge, skills, and habits of mind required for safe participation in science and technology activities when they:

- maintain a well-organized and uncluttered work space;
- follow established safety procedures;
- identify possible safety concerns;
- suggest and implement appropriate safety procedures...(S&T-9)

How then, are we to proceed with the planning of student programs? How can we provide a holistic approach to the integration of science and technology? It is pointed out that teachers should be emphasizing cross curricular learnings when

planning programs, themes, and units of instruction. Recommendations for the implementation of this approach are as follows:

"...coordinating the teaching of related content in two or more subjects...providing opportunities for students to work towards expectations in two or more subjects within on lesson...in Grade 7 teachers could develop a unit of study around the building of structures to give students opportunities to learn about the properties of materials, the characteristics of geometric shapes, and the aesthetics of design..." (S&T-11)

Finally, there is a major growth strand included within the New Ontario Science and Technology Curriculum, which is devoted to Structures and Mechanisms (84). The prescribed overall learner outcomes indicate that students:

"In Grade 7...will learn more about the effects of forces that act on and within different structural forms...students will continue to investigate how different structural forms support or withstand loads by designing, building, and testing solid(or mass) structures, shell structures, and frame structures"(S&T-84)

and in the grade 8 section of this strand, mechanical efficiency is examined:

"Students will develop their understanding of the Efficient operation of mechanical systems by designing and building devices and systems and investigating their efficiency..." (S&T-86)

Throughout this strand, there is substantial reference to both the overall and specific expectations as they relate to the need for Design Technology and Family Studies programs among the Transition Years student population. For example, by the end of grade 7, it is indicated that students will be able to:

"... demonstrate an understanding of the relationship Between the effectiveness of structural forms and the forces that act on and within them" ;

"... design and make a variety of structures, and investigate the relationship between the design and function of these structures and the forces that act on them";

"... demonstrate and understanding of the factors that must be considered in the designing and making of

products that meet a specific need." (S&T-84)

In addition to these overall expectations, there are also a number of specific expectations which support the need to provide students with a Design Technology program. This is particularly evident in the relationships between science and technology to the outside world. The new curriculum states that by the end of grade 7, for example, students will:

"...produce a work plan that outlines the possible criteria for choosing resources for manufacturing a product that they have designed..." ;

"...describe, using their observations, the function of a symmetrical design in structural and mechanical systems (e.g., in bridges)..." ;

"...use their knowledge of materials in designing and making structures that stand up to stress..." (S&T-85)

Similarly, by the end of grade 8, students are expected to:

"...produce technical drawings and layout diagrams of a structure or a mechanical system that they are designing..." ;

"...make informed judgements about products being designed and made by others..." ;

"...evaluate their own designs against the original need, and propose modifications to improve the quality of the products..." (S&T-87)

The Hamilton-Wentworth District School Board

M E M O R A N D U M

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education

Date: February 23, 1999

Re: **Report of the Curriculum Processes Transition Committee:
Instrumental Music/Strings Work Group**

Recommended Action:

Moved by _____ that The Hamilton-Wentworth District School Board accept the report of the Curriculum Processes Transition Committee: Instrumental Music/Strings Work Group and forward it to senior administration for action.

Rationale:

The Instrumental Music/Strings Work Group has worked diligently to address the issues around the instrumental music program at the middle school level. Instrumental music is a program with a long history of excellence in city schools and some county schools; however, in order to ensure the continuance of the current programs and the establishment of new programs to meet needs in other schools across the system, proposals that address issues of equity, curriculum, staffing and resources in a balanced, logical and cost-effective way had to be developed. In addition, this Work Team looked at the Strings Program, another non-mandated program of excellence in the arts which has been operating in the city for three decades.

The efforts of this team of committed educators and parents are most appreciated in the development of this report which was endorsed by the Curriculum Processes Transition Committee.

RECOMMENDATIONS OF THE INSTRUMENTAL/STRING MUSIC WORK TEAM

Recommendations as at February 15, 1999

Parents:

Sandra Alexander Nosal
Patti Grice
Marie Peebles

Teachers:

Russ Weil

Administrators:

Eto Corcione
Marilyn Forster

Support Staff:

Carol E. MacKenzie

Recommendation	Sub-recommendation or Explanation	Rationale
That The Hamilton-Wentworth District School Board commit to supporting the current instrumental music program in its elementary schools		
That The Hamilton-Wentworth District School Board commit to supporting the implementation of instrumental music in elementary schools that wish to offer the program in the future		
That in order to maintain the integrity of the instrumental music program, and to maintain consistency of access to all necessary music resources, funds be budgeted specifically for the elementary instrumental music program. These non-transferable funds, in the amount of \$15.00 per student in grades 6, 7 & 8 will be allocated to schools on a per pupil basis to support any and all existing instrumental music programs. These same funds will also be allocated to schools who are starting up instrumental music upon commencement of the program.	This financial commitment would allow for maintaining the high caliber of the elementary instrumental music program in The Hamilton-Wentworth District School Board. The \$15.00 per student budget allotment should be deducted from the \$26.00/student Differential Top-up fund which has been provided to all schools to support "high cost" programs, including instrumental music. It would then be made non-transferable, and should be used only for instrumental music program costs.	The financial support of an instrumental music program is vital to the program's existence. The music budget must be adequate to cover instrument repair, replacement purchases, consumables and music repertoire. This recommendation will allow music teachers to plan their program based on a knowledge of the music budget appropriation at the beginning of the year. The Ontario Curriculum: The Arts (Music) have expectations in grades 6, 7 & 8 that require students to sing and play. Research clearly indicates that instrumental music is the most appropriate way to deliver a music program to intermediate students.
That The Hamilton-Wentworth District School Board hire and place certified/qualified music teachers for all elementary instrumental programs.	Qualified music teachers are required by the very nature of the subject, as defined by the complexity of the expectations in The Ontario Curriculum. Music is a language, and teachers of Music must be able to communicate in that	In The Ontario Curriculum: The Arts (Music), many of the expectations at grades 4 and up are complex enough to require a background in music on the part of the teacher. Without this background, teachers feel ill equipped to instruct,

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	language. In support of this recommendation, the Superintendent with the responsibility for elementary staffing should recruit teachers with music qualifications, and liaise with area Faculties of Education to inform them of our need for qualified music teachers.	assess and report on the music expectations mandated by the Ministry.
That the Board allocate a start-up budget that would provide financial support to schools that wish to implement an instrumental music program. Schools would be allocated \$7,500.00 for start-up costs, and would be eligible for up to another \$7,500.00 when matched dollar for dollar through fund-raising at the school level.	There are some middle schools in the District that are already working very hard to raise funds to implement an instrumental music program. Parent support is a driving force behind this interest. In terms of equity across the system, it is recommended that these schools be able to access financial support at a board level. This dollar amount would be reserved from the budgets allocated to schools for supplies and textbooks.	To begin an instrumental music program, where most instruments, music stands, and appropriate furniture is purchased outright by the school, it would cost \$35,000 to \$40,000. Even if schools enter into a partial rental agreement for the instruments, there are still significant start up costs to equip a music room. The start-up fund would support this. In terms of the board supporting the fund-raising efforts at the school, parents and community members could be requested to make donations to a board administered Foundation account -- "Music Program at --- School", and they would be issued a tax receipt for their donations.
That The Hamilton-Wentworth District School Board commit to all future instrumental music programs by establishing a phase-in model over the next few years to provide the above mentioned start-up funds to schools that express interest in implementing instrumental music.	If a number of schools expressed an interest in starting instrumental music programs, arrangements should be made to access the established start-up fund at the appropriate time as determined by a phase-in model.	
That The Hamilton-Wentworth District School Board commit to <ul style="list-style-type: none">• supporting the continuance of the Strings program for elementary students• supporting expansion of the Strings program for elementary students if warranted by interest• providing administrative support for the elementary Strings program, all at no cost to the Board.	The Strings Instruction Program offers an alternative music program to elementary students which is highly regarded in the Hamilton-Wentworth District. This program is completely user-pay, fee for service. All administrative costs are paid for through the fees collected from the families paying for the service. Fees will be adjusted accordingly to guarantee that the String Program will not operate at a loss.	The Strings Program has been supported in this community with a history of almost 30 years. It adds a prestigious aspect to the music program offered in Hamilton-Wentworth without prestigious cost . Graduates of this program most often feed into the secondary strings program at Westdale. <i>*Find attached important information about the strings program, as outlined by Russ Weil, Strings Instruction Program Coordinator.</i>

Hamilton-Wentworth District School Board
Strings Instruction Program

History:

This program began in the late 1960's under the leadership of Glenn Mallory, then Supervisor of Music for the Hamilton Board of Education. Although it began as a program with fees paid by parents, it was highly subsidized and fees were often waived for parents who were unable to pay. The fee was, in the beginning, \$15.00 for the full year program. Enrollment peaked at between 600 and 700 students mostly from grades 4 through 8 although an "orchestra only" program package allowed students to remain through high school. The Strings Instruction Program has continued un-interrupted for approximately 30 years. The teachers of the program were hired from the community of experienced string players, but they were not and are not "certified".

Responsibility for the program passed to Russ Weil, who was appointed Co-ordinator of Music (and Dance) in 1990. At this time, a complete review of the program was undertaken to consider its viability in a difficult economic climate. The decision made by the Trustees at this time was that the program would continue to be offered by the Hamilton Board provided that it adopt a full user-pay format and run at no cost to the Board.

Under the direction of Gail Rappolt, Assistant Superintendent of Curriculum and Instruction, the staff took on the task of developing a formula whereby the fee for service was to be adjusted so that the teacher's wages and benefits, the administrative costs, maintenance and renewal of equipment, etc. could be covered. John Patterson (accounting department) and Mr. Weil gathered information and created a formula that tied the teacher's pay to the number of students they had. Simply put - more students equaled more pay. This formula has allowed the program to run successfully since 1990 with full cost recovery.

Structure:

1) A "FULL PROGRAM" student is entitled to one small group lesson per week, usually in the student's own school. It could be before school, during school hours, during lunch or after school, depending on the teacher's schedule and the availability of space in the school. This arrangement is negotiated each year with the string teacher and the Principal in each school. (Note: students may be withdrawn from class for this music instruction as outlined in the Education Act). The "full program" fee also includes one lesson per week known as "ORCHESTRA". This is a large group lesson where students prepare material for concerts and performances in schools and the community throughout the school year. Students are invited to join orchestra when they have learned the basics. Most teachers have a junior and senior orchestra, depending on numbers and ability. Orchestra is offered on Saturdays or a week-day evening (depending on the teacher). Students currently gather at one of three locations - Ryerson, Binkley or Mt. Hamilton United Church. These locations are used because the rent for space is affordable after hours or on weekends. (Note: It is a concern for the program

that a "presence" in the schools has been lost because of the prohibitive cost of opening the schools on Saturday for orchestra rehearsals). We chose these church facilities to keep the costs to the parents at a minimum.

2) An "ORCHESTRA ONLY" student is entitled to one large group lesson per week known as orchestra. It would take place on a Saturday or a week-day evening. This is a popular choice for secondary school students who have chosen to continue playing music in orchestra but have opted to NOT attend Westdale S.S. as the only high school with a full string program.

The "FORMULA" for fees is based on a maximum small group lesson of 8 students per hour (ie. 4 students per half hour etc.) once each week and one orchestra lesson based on 33 students per hour. The teachers are therefore paid by the hour, according to the number of students that are enrolled in their program. There are other costs that figure in to this formula that range from administrative costs to maintenance of equipment and concert time. For more details of this complex formula, I suggest that the reader consult with John Patterson in the accounting department or call me at 388-1161. **The "formula" allows the program to run at no additional cost to the board. It is reviewed and adjusted annually.**

Fees:

Full program - 1998-99. The fee is \$230.00 for the year. (\$215.00 "early bird special" if paid in full by June 30 of preceding year) This may be paid in one cheque by Sept. 30, or in three installments post-dated to the end of Sept., Oct. and Nov.

Orchestra only - 1998-99. The fee is \$90.00 for the year. (\$85.00 "early bird special"). This may be paid in one cheque by Sept. 30, or in three installments of \$30.00 post-dated same as above.

Equipment:

The Hamilton-Wentworth District School Board currently owns approximately 750 violins, violas, cellos and basses which are designated for use in this program. Instruments are supplied to the students at no additional charge. They are used for the duration of the student's involvement with the program and then returned. Parents are responsible for intentional or careless damage to the equipment. Normal wear and tear is the responsibility of the board.

Administrative Functions:

Bookkeeping and Accounting:

A data base must be created for a complete list of students and their teacher. This data base will be the basis for checking for payments and/or NSF cheques. Teachers bring the cheques to the bookkeeper at designated times and it should be the responsibility of the accountant to make sure that the cheques are cashed within a reasonable time frame. This is particularly important for the full

payment cheques that arrive in June. The discount that we offer is based on the fact that we will gain some interest over the summer. There are peak times for the processing of fees. These include:

June 30 for early bird payments

Sept. 30 for installment #1

Oct 31 for installment #2

Nov. 30 for installment #3.

By Dec. 15 a complete review of the data base should reveal any students who are delinquent with fees and should be withdrawn from the program. It is the program co-ordinator who will perform this review and make necessary adjustments to the enrollment.

There will be a few instances where cheques come in at other times and need to be processed. (ie. replacement cheques for NSF or late fees due to late start, special circumstances etc.) These will be minimal but nevertheless must be addressed.

Although these duties have been covered by a regular member of the accounting department in the past, it is quite acceptable for a casual employee to handle this data base and bookkeeping function. **Costs for these administrative functions may be charged back to the string program.**

Program Co-ordinator:

Because of the large number of students, the investment in inventory and equipment and the public profile of the program, a position of manager or program co-ordinator is necessary. This used to be assigned to the Supervisor or Co-ordinator of Music, a position which has been eliminated. Under the current structure the program co-ordinator performs the following duties:

- manage the inventory of instruments currently housed at Fairview School
- manage resources, supplies, repairs, equipment, rentals, purchases, tendering
- chair teachers' meetings
- manage the curriculum and music
- manage NSF cheque replacement
- handle inquiries, concerns etc from parents and the community
- interview and hire new staff for the program
- media spokesperson
- conduct concerts and rehearsals where appropriate
- plan and produce the "Hamilton Festival of Strings" in the Great Hall of Hamilton Place
- liaise with the Hamilton Arts community
- etc.

This position involves 200-250 hours per year. Current consulting flat-fee is \$1500.00.

I hope that this summary gives a clear picture of a very special program in the Hamilton-Wentworth District School board. It is the envy of many other jurisdictions, especially because it is cost recoverable. It enriches the lives of our students and our community. Many of the students have gone on to professional careers or serious hobbies with strings because of the opportunities they had in our system. The cost to the parents of the program is far less expensive than private lessons. This too is one of the chief selling points of our program - it is accessible to many lower income families.

The teachers in this program (who have not had a pay increase in 12 years) give freely of their time and effort for no additional pay. Remember that they are paid hourly, not salaried employees. They do music festivals, recruiting concerts, school and church performances, even television appearances and provincial and national conferences. This program has a very high profile in the community. It must be valued by all who have a say in the educational and cultural development of our young children.

Respectfully submitted by,

A handwritten signature in cursive script, appearing to read 'Russ Weil', with a long horizontal flourish extending to the right.

Russ Weil
Program Co-ordinator
Nov, 18/98

The Hamilton-Wentworth District School Board

MEMORANDUM

To: Merv Matier, Director of Education and Secretary

From: Ken Bell, Superintendent of Education

Date: February 17, 1999

Subject: APOLLO ALTERNATIVE EDUCATION PILOT PROJECT
-- RESEARCH COMPONENT

Recommended Action:

Moved by _____, that The Hamilton-Wentworth District School Board approve the research component of the Apollo Pilot Project for the 1998-99 school year as outlined.

1.0 Background

- 1.1 On January 28, 1999, The Hamilton-Wentworth District School Board approved the Apollo Alternative Education Program as a pilot project for one year at Tweedsmuir Elementary School.
- 1.2 The Apollo Project is funded through a grant from Human Resources Development Canada.
- 1.3 The pilot project proposal included a research component aimed at evaluating program effectiveness.

2.0 Current Action

- 2.1 Dr. Kathy Short, Psychologist with The Hamilton-Wentworth District School Board, has developed the attached research design model to evaluate the program effectiveness of the Apollo Pilot Project.
- 2.2 The model includes three components:
 - (a) Historical Control
 - (b) Contemporary Control
 - (c) Process AnalysisA description of these components is outlined in the attachments.
- 2.3 Proposed Measures -- a variety of assessment tools will be used to address:
 - Academic Skills
 - Attendance
 - Behaviour
 - Relationships
 - Self-Concept.Specifics are outlined in the attachments.

3.0 Future Actions

- 3.1 The pre-testing portion of the research component will commence as soon as students have been identified for the Apollo program.
- 3.2 Dr. Short will update the Apollo Project Steering Committee as is necessary to ensure conformity to the proposed research design.
- 3.3 The results of this research component will be included in the summary report of the Apollo Project to The Hamilton-Wentworth District School Board.

4.0 Attachments

- 4.1 Apollo Project Proposed Research Component
- 4.2 Ontario Child Health Study - Parent Form
- 4.3 Ontario Child Health Study - Youth Form
- 4.4 Ontario Child Health Study - Teacher Form
- 4.5 School Attachment Survey
- 4.6 School Commitment Survey
- 4.7 Parent Survey
- 4.8 SSCS Student Questionnaire Level 2

APOLLO ALTERNATIVE EDUCATION PILOT PROJECT

PROPOSED RESEARCH COMPONENT

Summary of Research Objectives

The Apollo initiative is a preventive school-based program for students at risk of early school leaving. It is a unique program that is founded on theory, empirical research, and professional experience. Among the first of its kind for students within this age range, it will serve as an example for other communities.

The research component of Apollo has three purposes:

- ⇒ To provide preliminary information about program effectiveness.
- ⇒ To provide systematic information about program development and process, in order to assist with replication in other sites.
- ⇒ To pilot measures and procedures in anticipation of a possible larger-scale controlled evaluation.

As a pilot program housed within a single school for a relatively short period of time, this evaluation will not allow for *definitive* statements regarding the success of the program. The research component will, however, provide the necessary foundation for future work in this area and will, by virtue of its objectivity and structure, assist in supporting program accountability.

Research Hypotheses

Theory predicts that the Apollo program will have a positive impact on *attendance, academic performance, behavior, and self-concept*. It is further hypothesized that the program will have its effect via the student-teacher relationship and the alternative curriculum employed.

Summary of Research Methodology

Three methods of evaluation will be used:

- (1) historical comparison (attendance data only)
- (2) contemporary comparison
- (3) process analysis.

(1) Historical Comparison: Archival data from 1996 through 1998 will be used to determine monthly attendance patterns for the most serious non-attenders in the school each year. Apollo attendance data can then be mapped onto these typical cycles to see if improvements are evident.

(2) Contemporary Comparison: Apollo students will be compared with a parallel group of students from another school in the community (Prince of Wales), before and after the program, on measures of academic performance, behavior, school relationships, and self-concept.

(3) Process Analysis: Program development will be documented and qualitatively evaluated.

Suggested Measurement Tools

<i>Academic Skills:</i>	Woodcock-Johnson-Revised, Standard Academic Battery, Reading and Mathematics subtests
<i>Attendance:</i>	OSR attendance records
<i>Behavior:</i>	Revised Ontario Child Health Study Scales (selected subtests) Parent Version (Conduct, Opposition, Separation Anxiety) Teacher version (Conduct, Opposition, Overanxious, Depression, ADHD) Youth Version (Conduct, Opposition, Overanxious, Separation Anxiety)
<i>Relationships:</i>	Parent Involvement Questionnaire School Social Bond Surveys (attachment and commitment subtests) Speech Sample
<i>Self-Concept:</i>	Student Self-Concept Scale

Summary of Research Procedures

- (1) Historical Comparison: The Principal/Social Worker will select the most serious nonattenders each year (top 10%). Identifying data will be removed and the student will be assigned a number. The attendance information will be passed on, anonymously, to the Psychologist for analysis.
- (2) Contemporary Comparison: The Principal/Social Worker at each school will select the most serious nonattenders in the school this year (top 10%). Parents of these students will learn about the research and will be invited to participate. With parent consent, the twenty most severe Tweedsmuir nonattenders will enter the Apollo program and twenty matching Prince of Wales nonattenders will serve as the control group. Baseline assessment will occur prior to the official program start-up. Academic testing will be done individually by the Psychologist. Youth questionnaires will be group-administered. Parents and teachers will complete their respective checklists on their own. Evaluations will be conducted, in brief, near the end of the school year, and then more comprehensively next winter.
- (3) Process Analysis: Use of a Logic Model and supporting documentation to assist the Apollo Steering Committee and Staff with goal-setting, program development, and monitoring.

Principal Investigator:	Dr. Kathy Short, Clinical/School Psychologist, HWDSB
Independent Research Advisor:	Dr. Michael Boyle, Centre for Studies of Children at Risk
HWDSB Advisory Group:	Apollo Project Steering Committee
Project Technician:	TBA (BA or MA level Psychology student)

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Revised Ontario Child Health Study Scales - Parent Form

Below is a list of statements that describe some of the feelings and behavior of children. For each statement, please mark the box that best describes your child now or **within the past six months**. Please mark only one of the three boxes for each statement.

	Never or Not True	Sometimes or Somewhat True	Often or Very True
1. Steals at home	0	1	2
2. Steals outside the home	0	1	2
3. Runs away from home	0	1	2
4. Lying or cheating	0	1	2
5. Sets fires	0	1	2
6. Truancy, skips school	0	1	2
7. Has broken into someone else's house, building or car	0	1	2
8. Vandalism	0	1	2
9. Cruel to animals	0	1	2
10. Uses weapons when fighting	0	1	2
11. Physically attacks people	0	1	2
12. Cruelty, bullying, or meanness to others	0	1	2
13. Temper tantrums or hot temper	0	1	2
14. Argues alot with adults	0	1	2
15. Defiant, talks back to staff	0	1	2
16. Does things that annoy others	0	1	2
17. Blames others for own mistakes	0	1	2
18. Easily annoyed by others	0	1	2
19. Angry and resentful	0	1	2
20. Gets back at people	0	1	2
21. Swearing or obscene language	0	1	2
22. Worried that something bad will happen to people he/she is close to	0	1	2
23. Worries about being separated from loved ones	0	1	2
24. Avoids school to stay home	0	1	2
25. Avoids being alone	0	1	2
26. Scared to go to sleep without parents being near	0	1	2
27. Has nightmares about being abandoned	0	1	2
28. Complains of feeling sick before separating from those he/she is close to	0	1	2
29. Overly upset when leaving someone he/she is close to	0	1	2
30. Overly upset while away from someone he/she is close to	0	1	2

Parent Survey

Parent(s) your child lives with most of the time:

Mother _____ Father _____ Both parents _____ Step-parent or common-law _____

Parent(s) age: Mother _____ Father _____ Step-parent or common-law _____

Do you work outside of the home? Yes _____ No _____

If "yes", what do you do? _____

Does your "spouse" work outside of the home? Yes _____ No _____ No spouse _____

If "yes", what does your spouse do? _____

What was the highest grade you went to in school? _____

If you have a spouse, what grade did they go to in school? _____

How much do you volunteer in your child's school?

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

How often do you go on class trips with the students?

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

Do you attend meetings of the school's Parent Council?

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

How often do you come to the school?

0	1	2	3	4	5	6
not at all			somewhat or sometimes (about once a month)			alot (daily)

How often do you talk about school at home with your son/daughter?

0	1	2	3	4	5	6
not at all			somewhat or sometimes (about once a week)			alot (daily)

How often do you check your son's/daughter's homework?

0	1	2	3	4	5	6
not at all			somewhat or sometimes (about once a week)			alot (daily)

Revised Ontario Child Health Study - Teacher Form

Below is a list of statements that describe some of the feelings and behavior of children. For each statement, please mark the box that best describes this student now or **within the past six months**. Please mark only one of the three boxes for each statement.

	Never or Not True 0	Sometimes or Somewhat True 1	Often or Very True 2
1. Steals	0	1	2
2. Lying or cheating	0	1	2
3. Sets fires	0	1	2
4. Truancy, skips school	0	1	2
5. Vandalism	0	1	2
6. Cruel to animals	0	1	2
7. Uses weapons when fighting	0	1	2
8. Physically attacks people	0	1	2
9. Cruelty, bullying, or meanness to others	0	1	2
10. Temper tantrums or hot temper	0	1	2
11. Argues alot with adults	0	1	2
12. Defiant, talks back to staff	0	1	2
13. Does things that annoy others	0	1	2
14. Blames others for own mistakes	0	1	2
15. Easily annoyed by others	0	1	2
16. Angry and resentful	0	1	2
17. Gets back at people	0	1	2
18. Swearing or obscene language	0	1	2
19. Worries about things in the future	0	1	2
20. Worries about past behavior	0	1	2
21. Worries about doing things better at school	0	1	2
22. Self-conscious or easily embarrassed	0	1	2
23. Needs to be told over and over that things are okay	0	1	2
24. Nervous, highstrung, or tense	0	1	2

	Never or Not True	Sometimes or Somewhat True	Often or Very True
	0	1	2

25. Unhappy, sad or depressed	0	1	2
26. Cranky	0	1	2
27. Has no interest in usual activities	0	1	2
28. Gets no pleasure from usual activities	0	1	2
29. Sleeps in class	0	1	2
30. Can't sit still, restless or hyperactive	0	1	2
31. Underactive, slow moving or lacks energy	0	1	2
32. Overtired	0	1	2
33. Feels worthless or inferior	0	1	2
34. Feels too guilty	0	1	2
35. Can't concentrate, can't pay attention for long	0	1	2
36. Has difficulty making decisions	0	1	2
37. Talks about killing self	0	1	2
38. Deliberately harms self or attempts suicide	0	1	2
39. Fidgets	0	1	2
40. Can't stay seated when required to do so	0	1	2
41. Distractible, has trouble sticking to any activity	0	1	2
42. Has difficulty awaiting turn in games or groups	0	1	2
43. Interrupts, blurts out answers to questions too soon	0	1	2
44. Difficulty following directions	0	1	2
45. Jumps from one activity to another	0	1	2
46. Has difficulty playing quietly	0	1	2
47. Talks excessively	0	1	2
48. Interrupts or butts in on others	0	1	2
49. Doesn't seem to listen	0	1	2
50. Loses things	0	1	2
51. Does dangerous things without thinking	0	1	2

Comments:

School Attachment Survey

Do you care about what your teachers think of you?

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

Do you have a favorite teacher in this school?

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

Do most of your teachers like you?

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

Do you like most of your teachers?

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

I wish I went to a different middle school.

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

It is easy for me to talk over schoolwork problems with most of my teachers.

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

Most teachers are not interested in anything I say or do.

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

How is your school compared to other middle schools?

0	1	2	3	4	5	6
much worse			same			much better

How are your teachers compared to other middle school teachers?

0	1	2	3	4	5	6
much worse			same			much better

School Commitment Survey

Do you care if your homework is done correctly?

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

Do you think that most of your classes are important?

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

Do you think that most of your classes are a waste of time?

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

Does it matter to you what your grades are?

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

Would you like to quit school right now?

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

Do you think an education is important?

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

Do you think you will fail no matter how hard you try?

0	1	2	3	4	5	6
not at all			somewhat or sometimes			alot

Did you get any As or Bs on your report card this year? (circle the number of As and Bs)

0	1	2	3	4	5	6
---	---	---	---	---	---	---

Did you fail any courses this school year? (circle the number failed)

0	1	2	3	4	5	6
---	---	---	---	---	---	---

How much education do you want to have before you stop going to school?

my current grade _____ grade eight _____ grade 10 or 11 _____ high school _____ college _____ university _____

Revised Ontario Child Health Study - Youth Form

Below is a list of statements that describe some of the feelings and behavior of young people. For each statement, please mark the box that best describes you now or **within the past six months**. Please mark only one of the three boxes for each statement.

	Never or Not True 0	Sometimes or Somewhat True 1	Often or Very True 2
1. Steal at home	0	1	2
2. Steal outside the home	0	1	2
3. Run away from home	0	1	2
4. Lying or cheating	0	1	2
5. Set fires	0	1	2
6. Truancy, skip school	0	1	2
7. Have broken into someone else's house, building or car	0	1	2
8. Vandalism	0	1	2
9. Cruel to animals	0	1	2
10. Use weapons when fighting	0	1	2
11. Physically attack people	0	1	2
12. Cruelty, bullying, or meanness to others	0	1	2
13. Temper tantrums or hot temper	0	1	2
14. Argue alot with adults	0	1	2
15. Defiant, talk back to staff	0	1	2
16. Do things that annoy others	0	1	2
17. Blame others for own mistakes	0	1	2
18. Easily annoyed by others	0	1	2
19. Angry and resentful	0	1	2
20. Get back at people	0	1	2
21. Swearing or obscene language	0	1	2
22. Worry about things in the future	0	1	2
23. Worry about past behavior	0	1	2
24. Worry about doing things better at school	0	1	2
25. Self-conscious or easily embarrassed	0	1	2
26. Need to be told over and over that things are okay	0	1	2
27. Nervous, highstrung, or tense	0	1	2

	Never or Not True 0	Sometimes or Somewhat True 1	Often or Very True 2
28. Worried that something bad will happen to people I'm close to	0	1	2
29. Worried about being separated from loved ones	0	1	2
30. Avoid school to stay home	0	1	2
31. Avoid being alone	0	1	2
32. Scared to go to sleep without parents being near	0	1	2
33. Have nightmares about being abandoned	0	1	2
34. Complain of feeling sick before separating from those I'm close to	0	1	2
35. Overly upset when leaving someone I'm is close to	0	1	2
36. Overly upset while away from someone I'm close to	0	1	2

Comments:

How Confident?	How Confident?				
	Not at all	A little	Some	Most	Very
1. I can stand up for my friends when others are unfair.	0	1	2	3	4
2. I can tell adults when they have done something nice for me.	0	1	2	3	4
3. I am easy to like.	0	1	2	3	4
4. I am proud of who I am.	0	1	2	3	4
5. I never get my feelings hurt.	0	1	2	3	4
6. I can use a nice tone of voice in classroom discussions with my teacher.	0	1	2	3	4
7. I can jump as high and as far as my classmates.	0	1	2	3	4
8. I agree with everything other people say.	0	1	2	3	4
9. I can look as nice as other kids my age.	0	1	2	3	4
10. I am fun to be with.	0	1	2	3	4
11. I am liked by everyone I know.	0	1	2	3	4
12. I am a happy person.	0	1	2	3	4
13. I can sit in class without daydreaming during a lesson.	0	1	2	3	4
14. I can introduce myself to new people without being told to by others.	0	1	2	3	4
15. I can do my homework on time.	0	1	2	3	4
16. I can dance as well as other kids my age.	0	1	2	3	4
17. I can read aloud in class without feeling nervous.	0	1	2	3	4
18. I can sit at my desk for 2 minutes without moving around or fidgeting.	0	1	2	3	4
19. I like everyone I know.	0	1	2	3	4
20. I can politely refuse to do things that are wrong even when other kids try to talk me into doing them.	0	1	2	3	4
21. I can finish my classwork on time.	0	1	2	3	4
22. I always tell the truth.	0	1	2	3	4
23. I can listen to my teacher talk about a subject for 20 minutes.	0	1	2	3	4
24. I can make friends easily.	0	1	2	3	4
25. I can ask for my teacher's help without feeling ashamed or upset.	0	1	2	3	4
26. I can go to the board and do work when my teacher asks me to.	0	1	2	3	4
27. I can control my temper in arguments with other kids.	0	1	2	3	4
28. I can laugh at myself when I make silly mistakes.	0	1	2	3	4
29. I am as coordinated as other kids my age.	0	1	2	3	4
30. I can ask classmates to play a game with me.	0	1	2	3	4
31. I can read instructions in a book and follow them correctly.	0	1	2	3	4
32. I can follow my teacher's directions for doing my reading work.	0	1	2	3	4
33. I can end arguments with my parents calmly.	0	1	2	3	4
34. I can tell my friends that I have done something well without bragging.	0	1	2	3	4
35. I can say nice things to classmates when they have done something well.	0	1	2	3	4
36. I can ignore classmates when they whisper or talk during class.	0	1	2	3	4
37. I can tell kids my age that I like them without feeling embarrassed.	0	1	2	3	4
38. I can ask other kids if I may join the game they are playing.	0	1	2	3	4
39. I can show others that I feel good about myself.	0	1	2	3	4
40. I can do my math work without help.	0	1	2	3	4
41. I am as strong as other kids my age.	0	1	2	3	4
42. I can run as fast as other kids my age.	0	1	2	3	4
43. I can take turns in games or other activities.	0	1	2	3	4
44. I can speak in class when my teacher calls on me.	0	1	2	3	4
45. I can listen when my teacher is presenting a lesson.	0	1	2	3	4
46. I can tell my teacher when he or she has accused me of doing something I didn't do.	0	1	2	3	4
47. I can remember when class projects are due.	0	1	2	3	4
48. I can talk things over calmly with kids my age when we disagree.	0	1	2	3	4
49. I can play sports as well as other kids my age.	0	1	2	3	4
50. I can tell classmates how I feel when they upset me or hurt my feelings.	0	1	2	3	4
51. I never get mad.	0	1	2	3	4
52. I am a nice person.	0	1	2	3	4
53. I can do anything I want.	0	1	2	3	4
54. I can share my possessions with others.	0	1	2	3	4
55. I can follow classroom rules.	0	1	2	3	4
56. I like to be with others.	0	1	2	3	4
57. I can do things to be liked by my classmates.	0	1	2	3	4
58. If I finish my classwork on time, I will get good grades in school.	0	1	2	3	4
59. If I follow my teacher's directions in class, I will do my work correctly.	0	1	2	3	4
60. If I do my homework on time, my parents will be proud of me.	0	1	2	3	4
61. If I use a nice tone of voice in discussions with my parents, I will be able to communicate better.	0	1	2	3	4
62. If I ignore classmates who whisper in class, I can complete my work.	0	1	2	3	4
63. If I ask other kids to play a game, they will play with me.	0	1	2	3	4
64. If I say nice things to other students, they will want to be around me.	0	1	2	3	4
65. If I introduce myself to new people, I will have more friends.	0	1	2	3	4
6					

How to Pick Answers

Decide how confident (how sure) you are that you are able to do what the item says.

- Circle 0 if you are **Not at All** confident that you can do it.
- Circle 1 if you are **Not Sure** that you can do it.
- Circle 2 if you are **Confident** that you can do it.

Decide how important doing it is to you.

- Circle 0 if it is **Not Important** and wouldn't make a difference in how you feel about yourself.
- Circle 1 if it is **Important** to you and would make a difference in how you feel about yourself.
- Circle 2 if it is **Critical** or very important for you and would make a difference in how you feel about yourself.

Look at the examples:

	How Confident?			How Important?		
	Not at All	Not Sure	Confident	Not Important	Important	Critical
A. I can sing as well as my friends.	0	1	2	0	1	2
B. I can give a good report in front of the class.	0	1	2	0	1	2

This student is **not at all** confident that he can sing as well as his friends, and singing well is **critical** to him—it makes a big difference in how he feels about himself.

This student is **confident** that he can give a good report in front of the class, but giving good reports is **not important** to him—it does not make a difference in how he feels about himself.

For Items 1 to 57, you need to mark how confident you are that you can do what the item says, and how important it is for you.

For Items 58 to 72, you need to mark only how confident you are.

Begin answering the questions with Item 1 when told to do so.

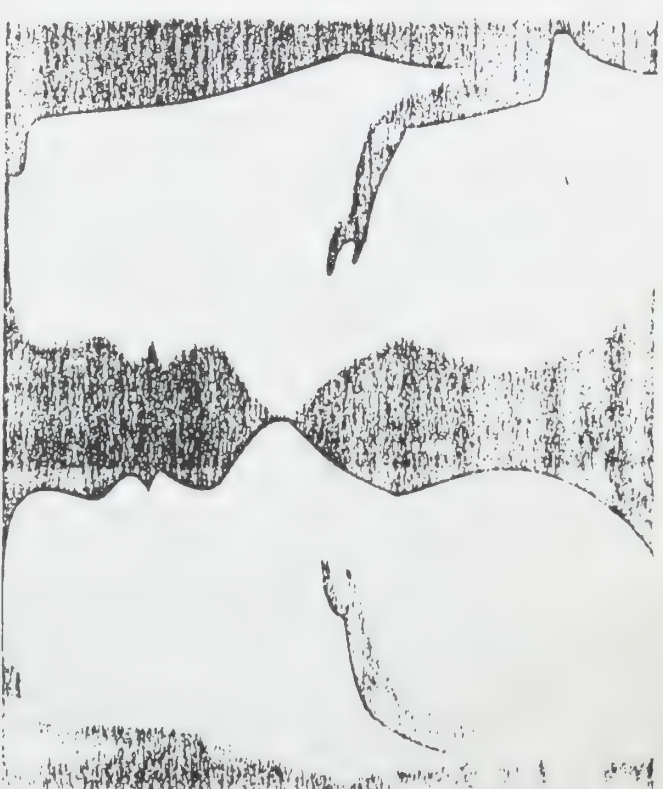
Do not skip any items.

Frank M. Gresham
University of California - Riverside

Stephen N. Elliott
University of Wisconsin - Madison

Sally E. Evans-Fernandez
Klein Public Schools, Klein, Texas

For additional forms, call or write AGS, 4201 Woodland Road, Circle Pines, MN 55014-1796; toll-free 1-800-328-2560, In Canada 1-800-263-3558. Ask for item #3554 (25 per package).



2008 Student Questionnaire
LEVEL 2

Frank M. Gresham
Stephen N. Elliott
Sally E. Evans-Fernandez

This form lists a lot of things that students your age may do. Please read each statement and think about yourself. Then pick your answers. There are no right or wrong answers.

Be sure to ask questions if you do not know what to do.

Do not skip any items.

Write your name at the top of this page, then open this form to see how to pick answers.

American Guidance Service, Inc.

4201 Woodland Road, Circle Pines, MN 55014-1796

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#9

THE HAMILTON WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: Merv Matier, Director of Education and Secretary
From: Marguerite Botting, Superintendent of Instructional Services
Date: 1999 03 04
Re: Factors that Mediate Success for Exceptional and At-Risk Students

Recommendation:

Moved by _____ that the research paper titled "Factors that Mediate Success for Exceptional and At-Risk Students" be approved.

This document is an excellent example of "Action Research." The next question is "What is Action Research?" Simply, it is a very practical way of looking at your own work in order to check it is as you would like it to be. Also, the need to evaluate shows accountability.

This research document is the final part of a two year study in which the researchers identify factors which determined the success for students with special needs. The document is enriched as Psychological Services staff worked collaboratively with countless other people who made important contributions to the research findings.

"The Summary of Implications for Practice" on pages 26 and 27 provide thoughtful consideration to us as we continue to work through our restructuring of special education program delivery. I am very appreciative of the diligence and insights that the writing team gave to this important piece of research.

7-1

**A REVIEW OF
SPECIAL EDUCATION PROGRAMS:**

*Factors that Mediate Success for
Exceptional and At-Risk Students*

*Joseph Trovato, Psychoeducational Consultant
Doreen Vella, Psychoeducational Consultant
Dr. Marie Bountrogianni, Chief Psychologist
Connie Kidd, Program Research Analyst
Karen Accardo, Administrative Staff*

**1997-1998 Research Team
Psychological Services
The Hamilton-Wentworth District School Board**

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ABSTRACT

A two-year study (1996-1997, 1997-1998) was undertaken by Psychological Services of the former Hamilton Board of Education, in collaboration with school and other Program staff to identify factors in Hamilton schools which are associated with improved outcomes for Exceptional and At-Risk students. These factors were related to the two broad areas of:

- (1) individual student characteristics
- (2) Special Education programming characteristics.

The individual student characteristics included:

- age and gender
- first language
- educational histories, and
- baseline intellectual and academic characteristics, as determined by psychoeducational assessment.

The programming characteristics included collaboration in:

- school organization and initiatives
- individual pupil plans (I.P.P.'s)

and socioeconomic status of community.

Student outcomes included:

- pre and post measures of academic achievement in Reading, Spelling, Arithmetic and Writing.
- parent and student perceptions of academic achievement.

Students were selected within six exceptionality groups and four placement groups, according to their status in June 1996 :

- Special Class to Regular Class (SCR)
- Regular Class (RC)
- Special Class (SC)
- At-Risk (AR)

Results indicated that once students are assessed and identified, the progress seen in the exceptional students seems to be primarily based upon a very high degree of collaboration in planning program and I.P.P.'s. The study suggests that the same is not true for AR students (students who were tested but who did not meet the Board's criteria for exceptionality). AR students did not generally benefit from the school factors addressed in this study because they would not have had any access to an I.P.P. and all the monitoring and evaluation associated with an I.P.P. process.

Other results indicated that parents and students have been satisfied with the Special Education delivery model provided by the former Hamilton Board of Education.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

RELEVANT BACKGROUND

The Hamilton-Wentworth District School Board is committed to providing a continuum of services for Exceptional students. In 1992 in the former city school board, a comprehensive survey of stakeholders recommended changes to the service delivery model. The **Action Team Report**, passed by the Board, recommended that "the needs of all students including Exceptional students should be met wherever possible in their neighborhood school" and, that, "resources to support program delivery to all students including Exceptional students must continue to be applied at the school and within the classroom".

In schools in the city of Hamilton, the latest research data (Writing Team, 1996) indicate that approximately 45% of students who are formally assessed and presented to an Identification, Placement and Review Committee are found to be Exceptional. Of those found to be exceptional, two thirds (66%) are placed into special class settings. When placed in these settings, data (Writing Team, 1991) also indicate that there is little movement and that very few go on to successfully reintegrate back into regular class programs.

During the 1995-1996 school year, in accordance with Ministry direction concerning integration, the proportion of students served in regular classes and special classes was compared. The data clearly indicated that a significantly greater proportion of Exceptional students was being served in special classes as compared to regular classes. In 1996-1997, through the Identification Placement and Review Committee process and with parental consent, the proportion of students placed in special needs classes was reduced and 612 students returned to their home schools from special classes. Existing Special Education staff were re-deployed to schools to provide support to these students in their home school classrooms and in Learning Centres.

It is the complex intellectual, behavioural, social, emotional and academic characteristics of students who have been identified with special (exceptional) needs and have been placed in environments to address these needs that often make the process of integration difficult. Little research has been undertaken to isolate specific variables that promote integration or, at least, increase the likelihood that children with exceptional needs will be successful in regular classes.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
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(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

This two year study (1996-97, 1997-98) was undertaken by Psychological Services of the Hamilton Board of Education, in collaboration with school and other Program staff, to identify factors in Hamilton schools which are associated with improved outcomes for exceptional and AR students. In reviewing the research on the topic of integration, several potential factors were identified that might promote the success of students with special needs. These factors were related to the two broad areas of:

- **individual student characteristics**
- **Special Education programming characteristics.**

The research suggests that the eventual learning outcomes for students receiving Special Education programming support are dependent on the interaction of these two broad areas.

The **individual student characteristics** being studied in relation to their impact on success include:

- age and gender
- first language
- educational histories, and
- baseline intellectual and academic characteristics as determined by a psychoeducational assessment.

The **programming characteristics** isolated as potential **factors** influencing student success include collaboration in:

- school organization and initiatives
- individual pupil plans (I.P.P.'s)

and socioeconomic status of the community.

For the purpose of investigating factors that mediate success for students with special needs, student **outcomes** include:

- pre and post measures of academic achievement in Reading, Spelling, Arithmetic and Writing
- parent and student perceptions of academic achievement.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
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(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		and Review Committee

STUDENT SELECTION

At the beginning of the study, students were randomly selected within six exceptionality groups and four placement groups, according to their status in June of 1996.

Special Class to Regular Class (SCR): Exceptional students who moved from special class to regular class in the 1995-1996 school year

Regular Class (RC): Exceptional students in regular class

Special Class (SC): Exceptional students in special class

At-Risk (AR): students in regular class who were referred to, and assessed by, Psychological Services who did not meet criteria for being identified Exceptional.

This study investigated factors contributing to success of Exceptional and AR students, including the nature of the students' exceptionality and placement. It was of particular interest to track the success of the students moving en masse (1996-97) from special to regular classes (SCR). Thus, students from the SCR group were chosen randomly and students from other exceptionality and placement groups were matched to this group for age.

Due to the review process built into the identification process, changes are noted in student identification and placement. Hence, the distribution of students at the beginning and end of the study was as follows:

	Special Class (SC)		Regular Class (R)		Special to Regular Class June, 1996 (SCR)		At Risk (AR)	
	1996	1998	1996	1998	1996	1998	1996	1998
Behaviour (BE)	29	34	13	13	29	24		
Communications - Learning Disability (SLD)	61	62	32	49	35	33		
- Speech and Language (S&L)	33	22	28	34	27	23		
Intellectual - Mild Disability (IE)	37	38	31	32	29	24		
- Developmental Disability (DD)		1						
- Gifted (IG)	23	20	39	43	8	7		
Non-exceptional - At-Risk (AR)							56	51
TOTAL	510							

(For an explanation of these changes, refer to page 10)

(SCR)	Special Class to Regular Class	(IE)	Intellectual - Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
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(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

STUDENT CHARACTERISTICS

(A) Age and Gender

The overall sample consisted of 331 boys (65%) and 179 girls (35%) with a mean age of 11.55 years (range of 6.90 to 15.08 years). Boys were over-represented by about a two to one ratio.

CONCLUSIONS ABOUT GENDER: Boys were over-represented in this sample. This finding is consistent with previous Psychological Services Writing Team findings and is also representative of the overall population of students referred to Psychological Services.

1. IMPLICATIONS FOR PRACTICE: Early screening and intervention practices must consider gender issues.

(B) First Language

The sample of 510 students consisted of 452 (89%) students who had English as their first language and 58 students (11%) who had English as their second language.

CONCLUSIONS: The proportion of students in the sample for whom English is a second language appears consistent with other available data for the general student population (i.e., provincial EQAO data of 1997/1998 indicates that about 12% of Grade 3 students report speaking English and another language at home). Current procedures for referral, assessment and placement of students appear to be discriminating well between language differences and disabilities since ESL students are not over represented in this sample of students referred for psychological assessment.

2. IMPLICATIONS FOR PRACTICE: The present guideline of delaying testing until the English as Second Language students are in Canada for at least two years should continue.

(SCR) Special Class to Regular Class	(IE) Intellectual – Mild Intellectual Disability	(S&L) Speech and Language
(RC) Regular Class	(IG) Intellectual - Gifted	(VIQ) Verbal IQ
(SC) Special Class	(BE) Behaviour	(PIQ) Performance IQ
(AR) At-Risk	(SLD) Learning Disability	(FSIQ) Full Scale IQ
(I.P.P.) Individual Pupil Plan	(DD) Developmental Disability	(I.P.R.C.) Identification, Placement and Review Committee
(LRT) Learning Resource Teacher	(ESL) English as a Second Language	

(C) Educational Histories

The total sample of 510 students came to the study with a history of changing schools that ranged from only being in one school to as many as 16. On the whole, each student attended an average of a little over four schools (4.4). Two hundred and forty-six (246) students changed schools from the beginning to the end of the study. A good portion (97) of these were changes from elementary school to secondary school. Forty-one (41) students transferred out of the Hamilton-Wentworth District School Board jurisdiction.

CONCLUSIONS: Previous writing team reports have indicated that mobility is a factor associated with school success. Further, it has been shown that a significant relationship exists between mobility and referral to Psychological Services and to I.P.R.C.

3. IMPLICATIONS FOR PRACTICE: Consideration should be given to having case managers for students with an increased likelihood of changing schools.

Fifty-six (11%) students were referred for reassessment within the time frame of the study. Their distribution by exceptionality and group placement was as follows:

<u>Exceptionality</u>		<u>Placement Group</u>	
BE	9 (13% of the BE students in the study)	SCR	12 (9%)
SLD	10 (8%...)	R	8 (6%)
S&L	18 (20%...)	SC	28 (15%)
IE	11 (11%...)	AR	8 (14%)
AR	8 (14%...)	TOTAL	56 (11%)
IG	0 (0%...)		
TOTAL	56 (11%...)		

CONCLUSIONS: More Exceptional students in special classes were referred for reassessment than those in regular classes, or those recently returned to regular classes. Primarily, Speech and Language (S&L) students ready to move from these classes to SLD or regular classes were referred for reassessment. It appears, then, that the large-scale return of Exceptional students to regular classes did not generally result in a large number of re-referrals.

4. IMPLICATIONS FOR PRACTICE: Objective data should continue to be taken from a variety of sources (including standardized testing) for decision-making purposes regarding identification and placement issues. As well, these data should be taken into consideration in the formulation of both admission and demission criteria for special class.

(SCR) Special Class to Regular Class	(IE) Intellectual – Mild Intellectual Disability	(S&L) Speech and Language
(RC) Regular Class	(IG) Intellectual - Gifted	(VIQ) Verbal IQ
(SC) Special Class	(BE) Behaviour	(PIQ) Performance IQ
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(I.P.P.) Individual Pupil Plan	(DD) Developmental Disability	(I.P.R.C.) Identification, Placement and Review Committee
(LRT) Learning Resource Teacher	(ESL) English as a Second Language	

The Exceptional students in our study had been Exceptional an average of 1,557 days or just over four years (range one to nine years). On average, 967 (approximately 2/3) of this time was spent in special class environments (range of 0 to 3,254 days) and 589 days (approximately 1/3) were spent in regular class environments (range of 0 to 2,888 days). An analysis by gender indicated that boys were Exceptional significantly longer than girls (1,606 versus 1,391 days) and that boys spent significantly more time in special class placements than girls (1,036 versus 762 days).

An analysis by type of Exceptionality indicated that the IE group had significantly more days Exceptional than all the other groups. The IE and BE groups spent proportionately significantly more days in a special class placement than all other groups. The Gifted group spent proportionately significantly more days in regular class environments than all other groups.

The following table is illustrative of the differences found by type of Exceptionality:

<u>Exceptionality</u>	<u>Days Exceptional</u>	<u>Days Special Class</u>	<u>Days Regular Class</u>
BE	1,335	963 (72%)	371 (28%)
SLD	1,423	886 (62%)	537 (38%)
S&L	1,488	831 (56%)	657 (44%)
IE	1,779	1,219 (68%)	560 (22%)
IG	1,469	596 (40%)	873 (60%)

CONCLUSIONS: Previous research by Psychological Services has indicated that BE students who spent more time in special classes have better outcomes in secondary school than BE students who spent more time in regular classes. Thus, the longer time in special class reported in this review is justified based on what we know about factors contributing to their success. Based upon the severity of needs, the system readily recognizes the need for differentiated programming for IE and BE students.

5. IMPLICATIONS FOR PRACTICE:

- Special Education programming must continue to address the differentiated needs of students based upon their unique cognitive, academic, social and emotional profiles. A multi-disciplinary approach to addressing students' multi-faceted needs is warranted.
- The data with respect to average length of stay in each program can be communicated to parents at System meetings and at I.P.R.C. when inquiries are made as to the average duration in special classes.

(SCR) Special Class to Regular Class	(IE) Intellectual - Mild Intellectual Disability	(S&L) Speech and Language
(RC) Regular Class	(IG) Intellectual - Gifted	(VIQ) Verbal IQ
(SC) Special Class	(BE) Behaviour	(PIQ) Performance IQ
(AR) At-Risk	(SLD) Learning Disability	(FSIQ) Full Scale IQ
(I.P.P.) Individual Pupil Plan	(DD) Developmental Disability	(I.P.R.C.) Identification, Placement
(LRT) Learning Resource Teacher	(ESL) English as a Second Language	and Review Committee

Changes in exceptionality and placement over the course of the study are as follows:

BE:	8 students moved from Regular to Special class	(11%)
	1 student moved from Special to Regular class	(1%)
	3 students changed to SLD exceptionality	(4%)
SLD:	4 students moved from Regular to Special class	(3%)
	13 students moved from Special to Regular class	(10%)
	1 student changed to BE exceptionality	(1%)
	1 student changed to S&L exceptionality	(1%)
S&L:	4 students moved from Regular to Special class	(5%)
	7 students moved from Special to Regular class	(8%)
	1 student changed to IE exceptionality	(1%)
	8 students changed to SLD exceptionality	(9%)
	2 students changed to BE exceptionality	(2%)
IE:	9 students moved from Regular to Special class	(9%)
	7 students moved from Special to Regular class	(7%)
	1 student changed to DD exceptionality	(1%)
	1 student changed to S&L exceptionality	(1%)
	2 students changed to SLD exceptionality	(2%)
IG:	2 students moved from Regular to Special class	(3%)
	5 students moved from Special to Regular class	(7%)

CONCLUSIONS ABOUT PLACEMENT CHANGES:

- In the two years following the en masse transfer of students from special to regular classes, 60 students (12%) changed placement again; a rate of 6% per year. This is a higher rate of mobility than in previous years (Psychological Services Reports 1991, 1996) where about 3% of students changed placement from one year to the next.
- BE students had the highest rate of movement back to Special class from Regular class (approximately 6% per year).
- SLD students moved from Special to Regular class at a higher rate than in the past; a trend is also noted for S&L students.
- IE students also showed higher transfer rates, with only slightly more moving from Regular to Special class than vice versa.

6. IMPLICATIONS FOR PRACTICE: Students with behaviour exceptionalities are harder to serve in regular classes than in special classes. The demission criteria for BE students from special classes must take into account the difficulty these students have when re-integrating into regular classrooms.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

CONCLUSIONS ABOUT EXCEPTIONALITY CHANGES: During the study, 25 students (5%) changed exceptionality. This is only slightly higher than previous estimates and primarily reflects normal movement: S&L students normally progress to other appropriate exceptionalities as their speech and language disability becomes less prominent.

7. IMPLICATIONS FOR PRACTICE: Identification of students with S&L exceptionalities needs to take into account the distinction between developmental issues related to speech and language versus academic issues related to speech and language.

(D) Baseline Intellectual and Academic Characteristics

Profiles available through the Psychological Services database contain intellectual and academic characteristics of Exceptional students assessed prior to their presentation before an Identification Placement and Review Committee. The only Exceptional group for which we have no baseline data is the Gifted group and so this group was not represented in our baseline analyses. For consistency, this group was excluded from all subsequent analyses and will be dealt with separately at a later time.

The baseline intellectual profiles of our study sample included the verbal IQ score (VIQ), the nonverbal or performance IQ score (PIQ) and the overall IQ score (FSIQ), according to the following distribution:

Exceptionality				Placement Group			
	VIQ	PIQ	FSIQ		VIQ	PIQ	FSIQ
BE	91.5	94.6	92.3	SCR	84.7	91.1	86.6
SLD	89.2	94.6	90.7	RC	84.4	93.5	87.2
S&L	79.6	95.8	85.7	SC	82.1	84.4	81.7
IE	70.6	72.1	68.8	AR	92.8	97.5	94.3
AR	92.8	97.5	94.3				

An analysis of the **baseline student intellectual characteristics** showed that these characteristics were significantly related to both the type of exceptionality and the type of placement group.

By exceptionality, for the VIQ's, the IE and S&L students scored significantly lower than all other groups but did not differ substantially from each other. For the PIQ's, the IE group scored significantly lower than all other groups, and for the FSIQ's the IE students scored significantly lower than all other groups.

By placement group, the analysis showed that for VIQ's, the AR student group scored significantly higher than all other student placement groups. For PIQ's, the SC student group scored significantly lower than all other groups. In addition, the AR group scored significantly

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		and Review Committee

higher than the SCR group but not the RC group. For FSIQ, the AR students scored significantly higher than all groups. The RC group, while significantly higher than the SC group, was not significantly different from the SCR group. On all measures, the RC group and the SCR group did not differ significantly.

An analysis of the **baseline student academic characteristics** (word recognition, spelling and arithmetic) also showed that these characteristics were significantly related to both the type of exceptionality and the type of placement group.

The baseline academic profiles of our study sample are illustrated below:

<u>Exceptionality</u>			<u>Placement Group</u>		
	<u>Reading</u>	<u>Spelling</u>	<u>Arithmetic</u>		<u>Reading</u> <u>Spelling</u> <u>Arithmetic</u>
BE	80.9	82.1	88.8	SCR	73.7 76.3 84.7
SLD	71.9	71.9	83.5	RC	78.5 77.8 84.5
S&L	75.7	75.6	79.0	SC	68.0 67.3 73.5
IE	68.5	68.5	70.2	AR	88.3 86.6 91.9
AR	88.3	86.6	91.9		

For Exceptionality, significant results were only found for arithmetic computation. Here, the AR and BE groups did not significantly differ, however, both groups scored significantly higher than all other groups.

By placement group, the analysis showed significant results for reading, spelling and arithmetic. In all areas, the AR group had significantly higher scores than all groups and the SC group had significantly lower scores than all groups. There were no significant differences found in any of the academic areas between the RC group and the SCR group.

CONCLUSIONS: Consistent with our previous research studies, students continue to demonstrate their unique cognitive, academic, and behavioural characteristics consistent with current Ministry and Board criteria. Students with lower cognitive and academic profiles were placed in special classes.

8. IMPLICATIONS FOR PRACTICE: I.P.R.C. identification and placement decisions should continue to be made in accordance with Ministry and Board direction (i.e., that wherever possible, needs of students should be met in the regular classroom).

PROGRAMMING CHARACTERISTICS

School Survey Results

The school survey was designed as follows: In the Spring of 1996, the Steering Committee (see *Appendix A*) and other team members generated a list of factors believed to contribute to success of Exceptional and AR students in our system. During the summer, a team of three learning resource teachers reviewed research papers on this topic and generated a list of factors identified in the literature as factors contributing to success of Exceptional and AR students, primarily in regular class settings. The resulting list was virtually identical to the list of local factors generated by the Steering Committee. **The overriding, necessary factor identified by our local experts and the research literature was a collaborative approach to delivery of Special Education services to students, both at the school level (school planning for delivery of service), and for individual student's pupil plans (I.P.P.'s).**

(A) Collaboration:

A draft School Survey was generated by the LRT team. In the winter of 1997, the draft survey was organized and refined by the Special Education consultants and Team Leader to its present form (see *Appendices B and C*), with a focus on school and student-based individual pupil plans. School personnel reported on their school organization and initiatives for 1996-97 in June of 1997, according to involvement of staff, students, parents, etc., in school and student program planning, implementation and review.

School plan data were available for 43 schools. These data were reviewed and summarized. The schools that reported these data had an average of 25 exceptional students (range of 1 student to 78).

- (a) For 21% of the schools, surveys suggested that the Special Education components of the school plan were put together by the school's learning resource teacher (LRT) and the principal of the school.
- (b) In 35% of the schools, the school plan was put together by the learning resource teacher, the principal, and classroom teacher(s).
- (c) For the remaining 44%, there was involvement of the learning resource teacher, principal, teacher(s), parents and a variety of support personnel.

I.P.P. planning data were available for 47 schools.

- (a) For the majority (32) of the schools (72%), there was collaboration in planning I.P.P.'s between the LRT, all involved classroom teachers, parents and a variety of support personnel.
- (b) In 25% of the schools, the LRT and the classroom teacher(s) constructed the I.P.P.'s.
- (c) In the remaining one school, only the LRT was involved in the planning of I.P.P.'s.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		and Review Committee

In the other areas of the survey, 98% of the schools indicated that school-wide social skills programming was a focus.

CONCLUSIONS: An analysis of the school surveys indicated that they do not vary in any significant way with respect to their school planning or organization regardless of whether schools have AR students or students who are exceptional and placed into regular (SCR or R) or special classes (SC). Interestingly, while 75% of the schools indicated that Special Education was a focus, only half (52%) suggested that there were school wide guidelines for evaluating Special Education students.

9. IMPLICATION FOR PRACTICE: The need for development of policies and procedures for in-school review of Special Education programs is indicated so that these guidelines are consistently utilized throughout the system. Guidelines currently in use by some schools should be shared with all schools.

(B) Socioeconomic Status:

It is important to note that there is a significant relationship between the type of exceptionality and the percentage of low-income families. The IE group was seen more often than any other group, to come from schools in communities with a higher percentage of low income families. BE students more often than AR students were also seen to attend schools with a higher percentage of low-income families.

CONCLUSIONS: The IE group was seen more often than any other group to come from schools in communities with a higher percentage of low income families.

10. IMPLICATIONS FOR PRACTICE: The development of policies and procedures for Special Education need to take poverty issues into consideration.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

OUTCOME DATA

(A) WRAT-3 Between- Group Results

Data was excluded for the Gifted group. The one Developmental Disability student was also excluded from subsequent analyses. For 67 additional students, there were no WRAT-3 records and so these too were excluded. Our analyses, therefore, reflect complete pre-test data for 372 students. Post-test data was available for 298 students.

The distribution of the sample was as follows:

	<u>Pre</u>	<u>Post</u>
Behaviour (BE)	55	39
Specific Learning Disability (SLD)	128	98
Speech and Language (S&L)	73	62
Intellectual Exceptionality (IE)	81	70
At-Risk (AR)	35	29
TOTAL	372	298

The WRAT-3 mean standard score pre-test and post-test results were as follows:

	<u>WRAT-3 Mean Standard Score</u>					
	Reading		Spelling		Arithmetic	
	Pre	Post	Pre	Post	Pre	Post
BE	90.4	94.4	89.3	92.2	87.5	86.9
SLD	76.9	76.9	77.6	76.9	78.9	78.5
S&L	80.9	79.7	82.4	82.7	81.2	80.7
IE	72.4	71.1	75.3	74.0	68.0	65.9
AR	91.2	93.2	89.1	91.6	86.0	83.8

*(*A standard score of 100 is at the 50th percentile.)*

1. Analysis of this data indicated that the WRAT-3 pre-test and post-test scores did not show any significant differences by gender.
2. However, pre-test and post-test scores did vary significantly depending on the type of exceptionality. In the pre-test, the IE group showed the lowest achievement scores and

(SCR) Special Class to Regular Class	(IE) Intellectual – Mild Intellectual Disability	(S&L) Speech and Language
(RC) Regular Class	(IG) Intellectual - Gifted	(VIQ) Verbal IQ
(SC) Special Class	(BE) Behaviour	(PIQ) Performance IQ
(AR) At-Risk	(SLD) Learning Disability	(FSIQ) Full Scale IQ
(I.P.P.) Individual Pupil Plan	(DD) Developmental Disability	(I.P.R.C.) Identification, Placement and Review Committee
(LRT) Learning Resource Teacher	(ESL) English as a Second Language	

were significantly discrepant from all groups in all academic areas. In the post-test, however, they did not differ significantly from the SLD group for spelling.

- For both the pre-test and the post-test sessions, the AR and BE groups showed the highest scores in all areas and were not significantly different from each other. Both showed Low Average to Average achievement profiles, a finding which has also been consistently documented in previous Writing Team reports. This finding makes sense since the BE group's identification continues to come from a behavioural source rather than an academic one and the AR group do not currently show evidence of identifiable needs.
- Comparisons between the SLD group and the S&L group in the pretest suggested significant differences in reading and spelling scores but not in arithmetic. The S&L group had consistently higher scores. In the post-test session, the S&L group showed significantly higher reading and math scores, but no differences were seen between the groups for spelling.

The distribution of the sample according to their group affiliation was as follows:

	<u>Pre</u>	<u>Post</u>
Special Class to Regular Class (SCR)	94	76
Regular Class (RC)	111	88
Special Class (SC)	132	105
At-Risk (AR)	35	29
TOTAL	372	298

Their mean pre-test and post-test achievement scores on the WRAT-3 were as follows:

	<u>WRAT-3 Standard Scores</u>					
	Reading		Spelling		Arithmetic	
	Pre	Post	Pre	Post	Pre	Post
SCR	81.4	81.5	82.9	81.5	81.6	79.2
RC	84.2	85.5	83.4	84.9	81.5	82.4
SC	72.7	70.6	75.1	74.3	73.1	70.9
AR	91.2	93.2	89.1	91.6	86.0	83.8

- Analysis of this data suggested that in both pre-test and post-test of reading, spelling and arithmetic, the SC group showed significantly lower achievement scores than every other group. This has been a consistent finding in all previous Writing Team reports.
- In the pre-test, the AR group showed significantly higher achievement scores than all other groups in all areas. Of particular interest in this analysis is that the SCR sample and the RC sample did not differ significantly in any academic area, but were both higher than the SC group and lower than the AR group.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

3. In the post-test, while the AR group continued to show the highest achievement scores, their scores were not seen to be significantly different from the RC group in any area and from the SCR group in the math area. The SCR and RC groups continued to show similar profiles with no significant differences seen in any academic areas, validating their move from special class to regular class.

(B) Writing Sample Results

Schools submitted a sample of students' independent narrative (story) writing. Of the 510 students originally selected for participation in the study, writing samples were available for 376. With data excluded for the Gifted group, writing sample results were available for 327 students. The one Developmental Disability student was also excluded from subsequent analyses. Our analyses, therefore, reflect pre-test data for 326 students. Post-test data was available for 276 students.

Analyses of this data, controlled for age, indicated that writing scores varied significantly according to the type of placement. More specifically, the analyses suggested that writing scores for the Special Classes group in both pre-test and post-test conditions showed significantly lower scores than all other groups, highlighting the need for specific support in Special Education settings for the improvement of written expression. There were no significant differences seen among any of the remaining groups.

CONCLUSIONS: These data clearly support former Identification Placement and Review Committee practice in decision making for special class placement based upon significant delays demonstrated for reading, spelling, arithmetic, and writing. Further, the data suggest that students without such delays in reading, spelling, arithmetic, and writing could be considered for placement directly into regular class or could be transferred from special class settings to regular class settings.

II. IMPLICATIONS FOR PRACTICE: Cognitive and academic profiles are valuable sources of information for admission and demission procedures.

(C) Student Progress

I. Pre-test to Post-test (ONE SCHOOL YEAR)

When we looked at the changes in reading, spelling and arithmetic computation between the pre-test and the post-test points of our study, no significant changes were noted in any area either by Exceptionality or by placement group. Our study, however, noted significant pre-test to post-test increases in scores for writing. In the case of the writing scores, the improvements were expected because of the increase in age by one year from pre-test to post-test and

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

because the instrument has not as yet been standardized. It must be noted that "**no significant changes**" on standardized instruments does not mean "no progress". Rather, students are progressing at such a rate that would suggest no significant deterioration; students are at least maintaining their ranking on age-based comparisons.

II. Baseline to Post-test

When we looked at the changes in reading, spelling and arithmetic computation between when the students were initially assessed (baseline) and at the post-test point of our study, significant improvement was noted. This improvement was seen in BE and SLD students in all areas; in S&L students for spelling only; in IE students for reading and spelling. Placement group comparisons revealed improved reading, spelling and arithmetic computation scores for the SCR students; reading and spelling for the R and SC students. The AR non-exceptional group showed significant improvement for arithmetic computation only.

CONCLUSIONS: Significant improvement in academic achievement requires longer than one school year.

12. IMPLICATIONS FOR PRACTICE: Special Education programming needs to continue to provide a spectrum of services. Development of demission criteria need to consider both the length of stay and the qualitative aspect of the students' time in Special Education.

(D) Home Survey Results

The home surveys (*see Appendix D for parents and Appendix E for students*) consisted of a series of 15 questions for the parents of students targeted for study and a series of 14 questions for the targeted students themselves. The various questions were designed to tap satisfaction on student placement (school or class), student progress (achievement in language, arithmetic, the arts and environmental studies), the availability of student assistance/resources, social relationships in school and in the community, student participation in school and community activities, individual program content, and school and home communication. Parents and students were asked to rate the various questions on a four-point scale of 1 'NOT Satisfied' to 4 'VERY Satisfied'.

Correlational analyses of the **pre-test** satisfaction ratings between parents and students in response to the various questions contained in the home surveys revealed significant agreement on the level of satisfaction between students and their parents on all issues represented in the questionnaire.

The mean satisfaction rating for parents and for students for each of the various areas is illustrated below:

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		and Review Committee

PRE-TEST

<u>Issue</u>	<u>Parent Rating</u>	<u>Student Rating</u>
Placement	3.39	3.34
Academic Progress	3.00	3.16
Access to Assistance	3.21	3.36
Social Relationships	3.12	3.30
I.P.P. Content	3.00	3.24
Activity Participation	2.94	3.07
Total Overall	3.10	3.28

In reviewing the overall pre-test means for both the parent questionnaire (3.10) and the student questionnaire (3.28), it is clear that both parents and students are generally quite satisfied with their Special Education programming. In looking at the difference between the overall means for parent and student ratings, analyses indicated that the student respondents were significantly more satisfied than parent respondents.

Correlational analyses of the **post-test** satisfaction ratings between parents and students in response to the various questions contained in the home surveys also revealed significant agreement on the level of satisfaction between students and their parents on all issues represented in the questionnaire. The mean post-test satisfaction rating for parents and for students for each of the various areas is illustrated below:

POST-TEST

<u>Issue</u>	<u>Parent Rating</u>	<u>Student Rating</u>
Placement	3.37	3.30
Academic Progress	3.02	3.08
Access to Assistance	3.18	3.15
Social Relationships	3.05	3.16
I.P.P. Content	2.96	3.10
Activity Participation	3.00	3.11
Total Overall	3.13	3.19

In reviewing the overall post-test means for both the parent questionnaire (3.13) and the student questionnaire (3.19), it is clear that as of May 1998 both parents and students continued to be generally quite satisfied with their Special Education programming. At post-test, parent and student satisfaction ratings did not differ overall nor in any of the specific areas.

Mean satisfaction rating comparisons from pre-test to post-test for the parent and student questionnaires could not be analyzed because of small sample sizes.

(SCR) Special Class to Regular Class	(IE) Intellectual – Mild Intellectual Disability	(S&L) Speech and Language
(RC) Regular Class	(IG) Intellectual - Gifted	(VIQ) Verbal IQ
(SC) Special Class	(BE) Behaviour	(PIQ) Performance IQ
(AR) At-Risk	(SLD) Learning Disability	(FSIQ) Full Scale IQ
(I.P.P.) Individual Pupil Plan	(DD) Developmental Disability	(I.P.R.C.) Identification, Placement
(LRT) Learning Resource Teacher	(ESL) English as a Second Language	and Review Committee

Comments provided in the open answer section of the home surveys have been collected. A qualitative report can be prepared at a later date.

CONCLUSIONS: Parents have been satisfied with the Special Education delivery model provided by the former Hamilton Board of Education.

13. IMPLICATIONS FOR PRACTICE: Ongoing communication with parents is a significant component of Special Education services.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

STUDENT and SCHOOL FACTORS MEDIATING SUCCESS

It was a focus of this research to evaluate the effects of student characteristics and Special Education program delivery in promoting the success of students with special needs. It has been documented that the eventual learning outcomes for these students are dependent on the interaction of these two variables.

In order to determine the factors associated with student success, an analysis was conducted on students for whom complete pre- and post-test achievement data and complete school survey data were available. Student academic achievement data was linked to other student and school survey information. These variables were tested in a series of statistical analyses to evaluate their effects on improvements in students' skills during the 14-month period of the review.

The outcome of interest is academic progress in reading, spelling, arithmetic and writing combined, for all students regardless of their Exceptionality or placement. It is important to note that this analysis was conducted on a significantly reduced sample of 115 students for whom there was a complete data set of pre- and post-test scores and school survey information. Thus, the generalization of this finding is limited.

When all the student and program characteristics were analyzed for the 115 students, only **collaboration**, defined as active input into the school and I.P.P. planning process, was seen to contribute significantly to the progress of students.

Collaboration in **school planning** for delivery of Special Education services ranged from learning resource teacher (LRT) only to LRT, administrator, classroom teachers, parents/school council, Board and community support personnel.

Collaboration in preparation of students' **Individual Pupil Plans (I.P.P.)** ranged from LRT only, to LRT, all involved teachers, administrator, parents and support personnel.

Overall, students in this study displayed significant progress when there was a very high degree of collaboration in planning students' I.P.P.'s in combination with a high degree of collaboration in school planning for Special Education services.

This pattern was only statistically significant when all students and all four aspects of achievement were combined in one analysis. However, the pattern was observed to be similar for all students, student placements and student academic skills except for two trends.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

1. It appeared that SCR students (i.e., those who were recently returned en masse to their home schools from special classes) were progressing well regardless of the nature of school collaboration in planning. It could be that their previous and very recent Special Class experience was to their benefit.
2. AR students (i.e., those previously referred to and assessed by Psychological Services) did not show this pattern of progress related to school and I.P.P. planning factors, suggesting that, as non-Exceptional students, they were not generally benefiting from the collaboration addressed in this study because they would not have had an opportunity to formally access it.

CONCLUSION: Keeping in mind the limitations of the reduced sample size, appropriate collaboration in school and I.P.P. planning can be a powerful influence on students' progress regardless of the nature of their learning difficulties.

14. IMPLICATIONS FOR PRACTICE: The need for AR (non-exceptional) students to be included in the system of I.P.P. planning and appropriate collaboration in school is highlighted. Data from the psychoeducational assessment can be used for I.P.P. development.

(SCR) Special Class to Regular Class	(IE) Intellectual – Mild Intellectual Disability	(S&L) Speech and Language
(RC) Regular Class	(IG) Intellectual - Gifted	(VIQ) Verbal IQ
(SC) Special Class	(BE) Behaviour	(PIQ) Performance IQ
(AR) At-Risk	(SLD) Learning Disability	(FSIQ) Full Scale IQ
(I.P.P.) Individual Pupil Plan	(DD) Developmental Disability	(I.P.R.C.) Identification, Placement and Review Committee
(LRT) Learning Resource Teacher	(ESL) English as a Second Language	

GENERAL CONCLUSIONS and DISCUSSION

In the initial research study conducted in the 1990/1991 school year, one of the key recommendations was that the non-exceptional sample (i.e., the AR group) should be followed longitudinally to determine the differences between it and the group of students who were formally identified. To some extent this has been accomplished through the ongoing research efforts of Psychological Services in collaboration with various other research partners within the Hamilton Board of Education.

The 1996/1997 study noted that the drop out rate for AR students was significantly higher than that of Exceptional, formally identified students (26.9% to 21.5% respectively). What is interesting to note in this finding is that even though the Exceptional group profiles would suggest a level of achievement significantly delayed in comparison to the AR group, they nevertheless managed to achieve outcomes significantly greater than the AR group. This study of secondary school outcomes very clearly highlights the ultimate result if some formal pattern of support is not given to the AR group.

As we looked at the outcomes for the AR group as compared to the group of students who were formally identified, it would seem clear that the process of formal identification becomes the trigger or catalyst for the significant progress seen with Exceptional students. This formal identification and the Special Education supports afforded through this process, is what clearly distinguishes the progress of the AR group from the progress of the Exceptional group.

A valuable part of the formal identification process is the assessment of the unique cognitive, academic and behavioural characteristics of the students. The data generated through the process of assessment then becomes the foundation for the design of the I.P.P. to meet the special needs of students.

Once assessed and identified, the progress seen in the Exceptional students seems to be primarily based upon a very high degree of collaboration in planning program and constructing I.P.P.'s. The study suggests that the same is not true for AR students. AR students did not generally benefit from the school factors addressed in this study because they would not have had any access to an I.P.P. and all the monitoring and evaluation associated with an I.P.P. process. Since assessment data highlighting their cognitive, academic and behavioural characteristics as well as their patterns of strengths and weaknesses is available, it would make sense that the AR group be identified in some formal or informal way, and that the school factors identified in this study be then applied.

The initial research study in the 1990/1991 school year also highlighted the need to monitor the progress of our Behaviourally Exceptional (BE) group of students. The current research study noted that BE students spent a significantly higher proportion of days in special class settings

(SCR)	Special Class to Regular Class	(IE)	Intellectual - Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		and Review Committee

than any other Exceptional group. In addition, BE students had the highest rate of movement back to special class placements from regular class placements. The implication here is that BE students are the hardest to serve in regular classes. Further implications are stimulated by previous research in the 1991/1992 and the 1996/1997 school years which suggested that BE students who were placed into regular classes in elementary schools had a significantly higher drop out rate than BE students who came into high school from special class settings. In this overall context, the question would have to be raised about what the impact would be on the drop out rate, or indeed the graduation rate, of BE students if the special class support system were extended into a secondary school environment.

The current research study again highlights the high mobility of our AR and Exceptional students. On average, they experience a little over 4 school changes, although some have been in as many as 16 schools. The research study in the 1991/1992 school year noted that the proportion of schools attended per grade was significantly higher for students who would eventually be assessed and then later be deemed exceptional. In the 1996/1997 research study, number of schools attended along with exceptionality classification and academic standing, was seen to be a significant predictor for school drop-out whether Exceptional or At-Risk. While the mobility of students cannot be controlled before formal identification, placement considerations could moderate or eliminate the need for school change and therefore further increase the probability of success for Exceptional students in special class settings, particularly if some thought was given to some inducements for the strategic placement of these special class settings in K-8 schools, thus eliminating the potential need to transfer students from primary to junior to intermediate programs in three different schools. **If one assumes that one of the debilitating issues associated with school change is the lack of continuity of program, then some consideration might be given to assignment of case managers or coordinators for Exceptional and AR students, should change of schools become necessary.**

Consistent with all previous research findings going back to the initial research study in the 1990/1991 school year and, also consistent with the at-large research, the current research study found that males were over-represented in our Exceptional and AR groups by about a two to one ratio. It is imperative that early screening and intervention practices consider and study differentiated programming support on the basis of gender.

The present study has confirmed and highlighted many things:

1. It has confirmed the nature and importance of objective cognitive, academic and behavioural assessments as a stimulus to appropriate programming and/or identification and placement of special needs and AR students.
2. It has highlighted the importance of collaboration in school and I.P.P. planning for improved academic performance of Exceptional students.
3. It has revealed the importance of applying support to students who may fall through the cracks because of not meeting criteria for formal identification.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

4. The current study, using Action Research methods, also highlights the value of monitoring programs on an ongoing and collaborative basis.
5. Given some level of opportunity for collaboration in school planning and I.P.P. planning, both parents and students seem to be very satisfied with the delivery of Special Education services. Satisfaction around these services may also reflect the role both parents and students have traditionally played in decisions around exceptionality, placement and the collaborative school systems in place to support such decisions.

It should be noted that the current study reflects practices studied within the context of the Board of Education for the City of Hamilton. It is believed that this body of research and the knowledge gleaned from it, can serve to provide a stimulus for the construction of a new, amalgamated Special Education system, a system that:

- incorporates the needs of both identified and AR students,
- continues to take into account the unique cognitive, academic and behavioural characteristics of students for the identification of needs,
- applies these characteristics in the formulation of amalgamated admission as well as demission criteria for Special Classes,
- monitors how student characteristics best interact with school and system factors to generate the best level of progress for Exceptional as well as AR students.

Finally, the current research highlights the inestimable value of monitoring programs and student results on an ongoing basis via electronic or computer systems which can be tapped periodically to provide the kind of information collected manually for this review. Psychological Services, Research Services, School Personnel, Learning Resource Teachers, Special Education, Communication Services, Parents and Study Participants are to be commended for their assistance and hard work in the completion of this very labour intensive project.

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
(AR)	At-Risk	(SLD)	Learning Disability	(FSIQ)	Full Scale IQ
(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement and Review Committee
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		

SUMMARY OF IMPLICATIONS FOR PRACTICE

1. Early identification and intervention practices must consider gender issues.
2. The present guidelines of delaying testing until the English as Second Language students are in Canada for at least two years should continue.
3. Consideration should be given to having case managers for students with an increased likelihood of changing schools.
4. Objective data should continue to be taken from a variety of sources (including standardized testing) for decision-making purposes regarding identification and placement issues. As well, these data should be taken into consideration in the formulation of both admission and demission criteria for special class.
5.
 - a) Special Education programming must continue to address the differentiated needs of students based upon their unique cognitive, academic, social and emotional profiles. A multi-disciplinary approach to addressing students' multi-faceted needs is warranted.
 - b) The data with respect to average length of stay in each program can be communicated to parents at System meetings and at I.P.R.C. when inquiries are made as to the average duration in special classes.
6. Students with behaviour exceptionalities are harder to serve in regular classes than in special classes. The demission criteria for BE students from special classes must take into account the difficulty these students have when re-integrating into regular classrooms.
7. Identification of students with S&L exceptionalities needs to take into account the distinction between developmental issues related to speech and language versus academic issues related to speech and language.
8. I.P.R.C. identification and placement decisions should continue to be made in accordance with Ministry and Board direction (i.e., that wherever possible, needs of students should be met in the regular classroom).

9. The need for development of policies and procedures for in-school review of Special Education programs is indicated so that these guidelines are consistently utilized throughout the system. Guidelines currently in use by some schools should be shared with all schools.
10. The development of policies and procedures for Special Education need to take poverty issues into consideration.
11. Cognitive and academic profiles are valuable sources of information for admission and demission procedures.
12. Special Education programming needs to continue to provide a spectrum of services. Development of demission criteria need to consider both the length of stay and the qualitative aspect of the students' time in Special Education.
13. Ongoing communication with parents is a significant component of Special Education services.
14. The need for AR (non-exceptional) students to be included in the system of I.P.P. planning and appropriate collaboration in school is highlighted. Data from the psychoeducational assessment can be used for I.P.P. development.

(SCR) Special Class to Regular Class	(IE) Intellectual – Mild Intellectual Disability	(S&L) Speech and Language
(RC) Regular Class	(IG) Intellectual - Gifted	(VIQ) Verbal IQ
(SC) Special Class	(BE) Behaviour	(PIQ) Performance IQ
(AR) At-Risk	(SLD) Learning Disability	(FSIQ) Full Scale IQ
(I.P.P.) Individual Pupil Plan	(DD) Developmental Disability	(I.P.R.C.) Identification, Placement and Review Committee
(LRT) Learning Resource Teacher	(ESL) English as a Second Language	

APPENDIX A

Study Design, Data Collection and Team Responsibilities**Purpose of the Two-Year Study:**

To identify **factors** in our schools, which are associated with, improved **outcomes** for **exceptional** and **AR** students.

factors ... school organization and initiatives, I.P.P. strategies, home and community support.

outcomes ... academic, organizational and social-emotional (writing samples, WRAT testing, student and parent perceptions);

exceptional students ... in special classes; in regular classes for some time; returned to regular classes from special classes as of 1997 September;

At-Risk students... previously assessed by Psychological Services but not deemed exceptional.

Teams:

1988-98 Database Entry: Karen Accardo, Administrative Staff, Psychological Services

1988-98 Data Sheet Entry: Psychoeducational Consultants, Psychological Services

1997-98 Steering Committee: Dr. Marie Bountrogianni, Joseph Trovato, Doreen Vella, Cynthia Wilkinson (Psychological Services); Connie Kidd (Assessment, Evaluation and Reporting); Dr. Janice Tomlinson (Special Education Services); Brenda Mohoruk, Donna Quigley, Diane Rawsthorn (Elementary Principals)

1997-98 Study Design, Data Collection: Connie Kidd

1997-98 Analysis and Reporting: Dr. Marie Bountrogianni, Connie Kidd, Joseph Trovato, Doreen Vella

1997 I.P.P. Literature Review: LRT's: Leah Schwenger, Steve Staios, Katherine Yantzi, Connie Kidd

1997 I.P.P. Computer Program Design: Wendy Hutton, Gene Bucci, Mike Helt, Connie Kidd, Janet Watt, Bob Morrallee

1997 School Survey Design: LRT's: Leah Schwenger, Steve Staios, Katherine Yantzi, Special Education Services: Dr. Janice Tomlinson, Janet Watt, Bob Morrallee, Lorne Evans, Judy Peall-Ward

1997 Parent & Student Survey Design: Leah Schwenger, Steve Staios, Katherine Yantzi, Carol Campanella, Judy Peall-Ward

1997 WRAT III Pre-test: Psychoeducational Consultants, Speech & Language Consultants, Program Research Analyst, Chief Psychologist

1997 Writing Sample Pre-test: Linda Hall, Leah Schwenger, Diane Stampfler, Kathy Starodub

1998 School Survey Coding and Analysis: Connie Kidd, Janet Watt, Judy Peall-Ward

1998 Pre 1997 Psychological Services database (baseline): Doreen Vella, Joe Trovato

1998 WRAT III Post-test: Psychoeducational Consultants, Dr. Marie Bountrogianni

1998 Writing Sample Post-test: Leah Schwenger

1998 Parent and Student Survey Qualitative Analysis of Comments:

1998 I.P.P. Coding and Analysis: Sue Banks, Nancy Smith, Sharon Oulahan, Ruth Kihs, Diane Stampfler, Sue MacDonald, Leah Schwenger, Jean Petruszkiewicz, Katherine Yantzi

1999 Editing and Technical Feedback: Wilma Dowling

(SCR)	Special Class to Regular Class	(IE)	Intellectual – Mild Intellectual Disability	(S&L)	Speech and Language
(RC)	Regular Class	(IG)	Intellectual - Gifted	(VIQ)	Verbal IQ
(SC)	Special Class	(BE)	Behaviour	(PIQ)	Performance IQ
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(I.P.P.)	Individual Pupil Plan	(DD)	Developmental Disability	(I.P.R.C.)	Identification, Placement
(LRT)	Learning Resource Teacher	(ESL)	English as a Second Language		and Review Committee

SPECIAL EDUCATION REVIEW: SCHOOL SURVEY

(School)

Exceptional students in your school _____

**SCHOOL PLAN
1996-97**

- Is special education programming a focus in your school plan this year? Y N

State relevant focuses and initiatives.

- In the chart below, indicate the **number of people** in each category who are involved with the **special education component(s)** of your **school plan**, according to the nature of their involvement:

	N/A	Member(s) of Special Education Planning Team (# people)	Consulted for Input (# people)	Informed of Plan (# people)	Implement Plan (# people)	Review/ Revise Plan (# people)
Principal						
Vice-Principal/Principal's Ass't						
Special class teachers						
Learning resource teachers						
All other teachers						
Parents/Guardians						
School Council (PCEP)						
Educational Assistants						
Community volunteers						
Board support staff						
Other: (Please list.)						

- Does your school plan include:

- School-wide social skills focus/program? Y N
- School-wide guidelines for evaluating Exceptional students? Y N
- Other school-wide initiatives relevant to the success of Exceptional students?

- Does your school organization include:

- Core programming for language and mathematics? Y N NA
- Advisor programming? Y N NA
- Information skills programming? Y N NA

◆ ◆ ◆ ◆ ◆

Please send to Connie Kidd, Program Services, 3rd floor, Education Centre by Friday, June 27.

[illegible]

During the course of this study, we will be collecting information about school programs, student I.P.P.'s, parent and student perceptions, and we will be assessing some basic academic skills.

What OTHER EVIDENCE do you wish to provide about the progress and influence of exceptional students in your school?
Consider both positive and negative influences and outcomes for exceptional and all other students in your school.
Please attach additional pages, relevant reports, data summaries, etc.

Thank you for your assistance.

PARENT/GUARDIAN



NOT Satisfied	VERY Satisfied
1	4
2	3

What helps your son/daughter the most?

1. ... your son/daughter's **school** placement this year?
2. ... your son/daughter's **class** placement this year?
3. ... your son/daughter's school progress this year in Language Arts/English?
4. ... your son/daughter's school progress this year in Mathematics?
5. ... your son/daughter's school progress this year in the Arts (Music, Art)?
6. ... your son/daughter's school progress this year in Environmental Studies (Social Studies, Science, Health/PE, Design & Technology, Family Studies, French)?
7. ... other subjects: _____?
8. ... your son/daughter's access to individual help (e.g., Special Resource Teacher, Learning Centre, etc.)?
9. ... other resources (library, computers, etc.)?
10. ... your son/daughter's relationships with other children this year in school?
11. ... your son/daughter's relationships with other children this year in the neighbourhood?
12. ... your son/daughter's participation (this year) in school activities?

31

9-88

13. ... your son/daughter's participation (this year) in community activities?

1 2 3 4

14. ... your son/daughter's individual pupil program (I.P.P.) this year?

1 2 3 4

15. ... contact (phone calls, interviews, etc.) with your son/daughter's school this year?

1 2 3 4

What are some things you do at home to help your son/daughter be successful in school?

• _____

• _____

• _____

• _____

• _____

What are some things your son/daughter does in the community that also help him/her in school?

• _____

• _____

• _____

• _____

• _____

What else could the school do to help your son/daughter?

• _____

• _____

• _____

• _____

• _____

Please put this survey in the envelope with your son/daughter's survey(s), seal it, and return it to the school.
Thank you.

9-81

STUDENT

Please circle a number for each question.



NOT
Satisfied

VERY
Satisfied
4

What helps you the most?

1. ... your school placement this year?
2. ... your class placement this year?
3. ... your progress in school this year in Language Arts/English?
4. ... your progress in school this year in Mathematics?
5. ... your progress in school this year in the Arts (Music, Art)?
6. ... your progress in school this year in Environmental Studies (Social Studies, Science, Health/PE, Design & Technology, Family Studies, French)?
7. ... other subjects: _____?
8. ... your access to help (e.g., Special Resource Teacher, Learning Centre, etc.)?
9. ... other resources in the school (library, computers, etc.)?
10. ... your relationships with other kids this year in school?
11. ... your relationships with other kids this year in the neighbourhood?
12. ... your participation (this year) in school activities?
13. ... your participation (this year) in community activities?
14. ... your individual pupil program (I.P.P.) this year?

[illegible]

What are some things you do at home that help you in school?

-
-
-
-
-

What are some things you do in your community that also help you in school?

-
-
-
-
-

What else could your school do to help you?

-
-
-
-
-

Please put this survey in the envelope with your parent/guardian's survey, **seal it**, and take it to your teacher.

Thank!



1999 03 04

TO: Merv Matier
Director of Education

FROM: Dr. Elizabeth Bond
Superintendent of Education

RE: DELIVERY OF VOCATIONAL EDUCATION FOR the 1999-2000
SCHOOL YEAR

RECOMMENDED ACTION:

Moved by _____
That Vocational Education for the 1999-2000 school year continue to be delivered at Highland, Mountain, Parkview, and Saltfleet Secondary Schools and that the students who meet the criteria that have been established for the vocational programs have accessibility to the vocational programs at the four school sites, subject to adequate accommodation, and the agreement of the parents and the principals of the vocational programs/schools.

BACKGROUND AND RATIONALE:

In March 1998, the Board approved the continuation of the delivery of vocational education for the 1998-99 school year at Highland, Mountain, Parkview, and Saltfleet Secondary Schools and the accessibility of city vocational programs for county students who met county criteria. The Board also approved the review of vocational education as part of secondary school reform initiatives with recommendations to be made for Board approval for September, 1999.

In the fall of 1998, a special assignment teacher – Vocational Education - was appointed and a Committee to review vocational education was formed with the mandate to make recommendations to the Board regarding vocational education program delivery for September, 1999 implementation.

In the meantime, a variety of issues have served to complicate the timelines for the development and implementation of these recommendations:

- a series of delays in the release of the Ministry of Education and Training Secondary School Reform Policy and curriculum documents
- lack of information about the ministry's intentions around vocational education
- the Board decision to delay school closures until 2000

Recently, I met with the principals of the four vocational programs/schools and a middle school principal representative to discuss the recommended action in this report. All agreed that for the coming year the current vocational education program delivery model should be continued, that the criteria for entry to all vocational programs should be similar, and that students and their parents should be made aware of the criteria, accessibility, and intake process through their middle school principals.

The extension of the current delivery model by one school year would enable more careful accommodation planning to occur in concert with more specific program information that will become available about secondary school reform.

1999 03 04

MEMO TO: Merv Matier
Director of Education

FROM: Dr. Elizabeth Bond
Superintendent of Education

RE: REQUEST FOR PARTICIPATION IN A SURVEY CONDUCTED BY
THE ONTARIO FAMILY STUDIES LEADERS' COUNCIL – Delta
Family Studies Parenting Course

RECOMMENDED ACTION:

Moved by _____
that the request to involve students at Delta Secondary School in a study conducted by the Ontario Family Studies Leadership Council be granted, provided that the involvement of students is voluntary and with parental consent.

BACKGROUND INFORMATION:

Baby Think It Over (BTIO) infant simulators have been available for use in Family Studies programs for four years. According to the Ontario Family Studies Leadership Council, anecdotal evidence collected during that time would suggest that this technology is very effective in both reducing the teenage pregnancy rate and making adolescents more realistic in their attitudes toward future parenting and the timing of a first pregnancy.

The Ontario Family Studies Leaders' Council is undertaking a scientific study of the effectiveness of the BTIO technology on student attitudes and behaviour. To do this, the Council is asking Family Studies teachers from across the province to assist in the gathering of data. Michelyn Putignano from Delta Secondary School is requesting to take part in this study.

Student participation in the study is voluntary and with written parental permission. The study will involve student completion of two anonymous questionnaires to be done before and after the weekend spent with the infant simulator. A code that only the student knows will be used to connect the pre and post questionnaires and thus allow researchers to tabulate data and formulate conclusions.

RATIONALE:

In terms of relevance and benefit to participating boards, this study will provide:

- information regarding the value of BTIO technology as part of the Family Studies Parenting course (NFB3G)
- an opportunity for students and their teacher to participate in an action research project that is based on existing curriculum delivery within the school

APPENDICES:

Sample Letter to Parents/Guardians, including Written Permission

Questionnaire – Part One

Questionnaire - Part Two

11-1

YOUR SCHOOL LETTERHEAD AND DATE

Dear Parent(s) or Guardian(s):

As you know your son or daughter is taking a Parenting Course in Family Studies this year. As part of this course your son or daughter will have the opportunity to take home (one of) our infant simulators for the weekend. This is called "Baby Think it Over" or BTIO. It will give the student an opportunity to experience a simulation of the real life demands a baby would make on his or her life now or in the future.

The "Baby Think It Over" Program has only been available for four years but during that time it has already been noticed that it seems to reduce the incidence of pregnancy in the teenagers who use them. In addition students exposed to the "Baby Think It Over" program tend to form much more realistic expectations of their possible future as a parent.

The Ontario Family Studies Leaders' Council is conducting a scientific study of the effectiveness of the BTIO technology on student attitudes and behaviour during this school year. As a teacher of Family Studies I am participating in this important study using the students in my parenting class(es) who take BTIO home for the weekend.

This study involves your son or daughter filling in two anonymous questionnaires one before and one after the weekend spent with the infant simulator. A code that only the student knows will be used to connect the "before" and "after" questionnaires and thus allow the researchers to collect data and arrive at conclusions from it. These questionnaires will feature questions that involve your teenager's attitudes to future parenting and present behaviours including those involving the opposite sex. Extreme care will be taken to protect your child's privacy and confidentiality. No one will be able to connect your son or daughter with the answers given.

To indicate that you are allowing your son or daughter to participate in the study and please complete the appropriate section below. I sincerely appreciate your co-operation. If you would like more information about the study please contact me (your name) _____ at _____.

Sincerely,

_____, Family Studies Teacher

PARENTS/GUARDIANS OF STUDENTS UNDER 18 YEARS OF AGE:

I give permission for my son/daughter, _____, to participate in the two-part "Baby Think It Over" study conducted by the Ontario Family Studies Leaders' Council.
_____, date: _____

I DO NOT give permission for my son/daughter, _____, to participate in the two-part "Baby Think It Over" study conducted by the Ontario Family Studies Leaders' Council.
_____, date: _____

STUDENTS 18 YEARS OF AGE AND OVER

I understand the above material and intend to participate in the 2-part BTIO study.
_____, date: _____

11-2

QESLC "Baby Think It Over" Study - Part One

Identifier: _____

This questionnaire will measure your responses before you take the BTIO infant simulator home. On the morning after your time with "the baby" ask for and complete Part Two of the survey. Please use the same identifier for both parts. Examples of identifiers you could use are a two digit number, a symbol, a word, or 2 letters (not your initials). Please write this down somewhere if there is any chance you will forget your identifier since it may be several weeks before you complete the second questionnaire. *Thank you for your time and effort.*

Questionnaire Instructions: Complete the following questions to the best of your ability. Please be as honest as possible and remember if in doubt your first thought is probably the correct one for you. Do not confer with any other person while doing this. It is important that the answers refer only to you

Today's Date: _____ School: _____

Your Age: _____ Sex: _____ Grade: _____

A-Who Do You Live With Most of the Time? (Check as many as apply to you)

_____ By Myself _____ With a Spouse _____ With my own Child / Children

_____ With (a) Roommate(s) _____ How many roommate(s)?

_____ With my Mom _____ With My Dad _____ With Mom and Dad

_____ With Mom and Stepparent _____ With Dad and Stepparent

_____ I alternate between both my parents (Joint / Shared Custody)

_____ Do you have any siblings? (Yes or No)

_____ If Yes, How many of each? _____ Brother(s) _____ Sister(s)

_____ I am the oldest child _____ I am the youngest child

_____ I am a middle child _____ I am an only child

B-Child Care Experience (Check or answer as many as apply to you)

_____ None _____ Some Experience _____ A lot of Experience

_____ With Sibling(s) _____ With Neighbours' / Relatives' children (generally for pay)

_____ With my own child / children

_____ With Infants _____ Toddlers _____ Pre-school _____ School Age

_____ About how many years has it been since you started doing child care?

_____ Do any of your teen-aged friends or relatives have a child or children? (Yes or No)

11-3

C. Please answer the following questions using Part One Column of the Tally Sheet provided. 1-p 2
If possible, please do not mark pages 2 and 3 of this survey so they can be recycled.

- 1a. ☐ Do you plan to have children? (Yes/No/ AH-Already Have)
- 1b. ☐ If yes, how many? If no, write in a "0".
2. ☐ If yes, at what age would you like to have your first/next child? (one age only, please)
3. ☐ On average how many hours a day do you think it takes to care for a new baby?

4. Rate each of the following common "worries" as 1-I don't worry about this to
5- I worry a lot about this.

- 4a. ☐ Getting AIDS now or in the future
- 4b. ☐ Becoming pregnant accidentally OR a girlfriend becoming pregnant accidentally
- 4c. ☐ Getting good marks at school
- 4d. ☐ Getting into college or university
- 4e. ☐ Marrying a person who will make a good mate
- 4f. ☐ Getting a good job when my education is finished

SELECT THE BEST ANSWER (1 ONLY) TO EACH OF THE FOLLOWING QUESTIONS.

5. How important is it to have a spouse or partner before having a first child?

- 5a. ☐ Not important
- 5b. ☐ Slightly important
- 5c. ☐ Moderately important
- 5d. ☐ Very important
- 5e. ☐ Essential

6. How does having a baby affect a couple's relationship?

- 6a. ☐ Improves the relationship a lot
- 6b. ☐ Improves the relationship a little
- 6c. ☐ Has no effect
- 6d. ☐ Makes the relationship harder
- 6e. ☐ Destroys the relationship

7. If a same age friend or friend's girlfriend became pregnant accidentally I would suggest:

- 7a. ☐ Getting married and keeping the baby
- 7b. ☐ Keeping the baby as a single parent
- 7c. ☐ Giving the baby up for adoption
- 7d. ☐ Ending the pregnancy right away
- 7e. ☐ Getting the grandparents to look after the baby

8. How does having a baby affect a person's ability to work at a job?

- 8a. ☐ Will have a lot of bad effects on the job
- 8b. ☐ Will have some bad effects on the job
- 8c. ☐ Some good and some bad effects on the job
- 8d. ☐ Will have some good effects on the job
- 8e. ☐ Will have a lot of good effects on the job

11-4

1-p.3

9. How does having a baby affect a person's school life (attendance, homework, projects marks)

- 9a. ___ Will have a lot of bad effects on school life
- 9b. ___ Will have some bad effects on school life
- 9c. ___ Some good and some bad effects on school life
- 9d. ___ Will have some good effects on school life
- 9e. ___ Will have a lot of good effects on school life

10. How does having a baby affect a person's social life?

- 10a. ___ Will have a lot of bad effects on a person's social life
- 10b. ___ Will have some bad effects on a person's social life
- 10c. ___ Some good and some bad effects on a person's social life
- 10d. ___ Will have some good effects on a person's social life
- 10e. ___ Will have a lot of good effects on a person's social life

11. How does having a baby affect a person's physical health?

- 11a. ___ Will have a lot of bad effects on a person's physical health
- 11b. ___ Will have some bad effects on a person's physical health
- 11c. ___ Some good and some bad effects on a person's physical health
- 11d. ___ Will have some good effects on a person's physical health
- 11e. ___ Will have a lot of good effects on a person's physical health

12. How does having a baby affect a person's emotional health?

- 12a. ___ Will have a lot of bad effects on a person's emotional health
- 12b. ___ Will have some bad effects on a person's emotional health
- 12c. ___ Some good and some bad effects on a person's emotional health
- 12d. ___ Will have some good effects on a person's emotional health
- 12e. ___ Will have a lot of good effects on a person's emotional health

13. How does having a baby affect a person's finances / supply of money?

- 13a. ___ Will have a lot of bad effects on a person's finances
- 13b. ___ Will have some bad effects on a person's finances
- 13c. ___ Some good and some bad effects on a person's finances
- 13d. ___ Will have some good effects on a person's finances
- 13e. ___ Will have a lot of good effects on a person's finances

14. How does having a baby affect a person's family life?

- 14a. ___ Will have a lot of bad effects on a person's family life
- 14b. ___ Will have some bad effects on a person's family life
- 14c. ___ Some good and some bad effects on a person's family life
- 14d. ___ Will have some good effects on a person's family life
- 14e. ___ Will have a lot of good effects on a person's family life

11-5

Identifier

1-p 4

D. Answer the following questions in the spaces provided.

Please attach these answers to your Tally Sheet.

15. When I hear a baby cry I feel _____

16. Good or positive things about having babies and children are:

17. Bad or negative things about having babies and children are:

18. Describe how you are feeling about the fact that you are going to have "Baby Think It Over" to care for.

OFSLC "Baby Think It Over" Study - Part Two

This questionnaire will measure your responses after you take the BTIO infant simulator home. On the morning after your time with "the baby" ask for and complete Part Two of the survey. Please use your original Tally Sheet. Select it from the file by using your identifier.

Thank you for your time and effort.

Questionnaire Instructions : Complete the following questions to the best of your ability. Please be as honest as possible and remember if in doubt your first thought is probably the correct one for you. Do not confer with any other person while doing this. It is important that the answers refer only to you. Do not try to remember what your answers to the pre-test were. We need to know how you feel NOW.

A. Please answer the following questions using Part Two Column of the Tally Sheet provided.

If possible, please do not mark pages 1 and 2 of this survey so they can be recycled.

How many nights did you have BTIO? _____ (Please put this information on the Tally Sheet - top)

- 1a. ____ Do you plan to have children? (Yes/No/ AH-Already Have)
- 1b. ____ If yes, how many? If no, write in a "0".
2. ____ If yes, at what age would you like to have your first/next child? (one age only, please)
3. ____ On average how many hours a day do you think it takes to care for a new baby?

4. Rate each of the following common "worries" as 1-I don't worry about this to 5- I worry a lot about this.

- 4a. ____ Getting AIDS now or in the future
- 4b. ____ Becoming pregnant accidentally OR a girlfriend becoming pregnant accidentally
- 4c. ____ Getting good marks at school
- 4d. ____ Getting into college or university
- 4e. ____ Marrying a person who will make a good mate
- 4f. ____ Getting a good job when my education is finished

SELECT THE BEST ANSWER (1 ONLY) TO EACH OF THE FOLLOWING QUESTIONS.

5. How important is it to have a spouse or partner before having a first child?

- 5a. ____ Not important
- 5b. ____ Slightly important
- 5c. ____ Moderately important
- 5d. ____ Very important
- 5e. ____ Essential

6. How does having a baby affect a couple's relationship?

- 6a. ____ Improves the relationship a lot
- 6b. ____ Improves the relationship a little
- 6c. ____ Has no effect
- 6d. ____ Makes the relationship harder
- 6e. ____ Destroys the relationship

7. If a same age friend or friend's girlfriend became pregnant accidental I would suggest

- 7a. ____ Getting married and keeping the baby
- 7b. ____ Keeping the baby as a single parent
- 7c. ____ Giving the baby up for adoption
- 7d. ____ Ending the pregnancy right away
- 7e. ____ Getting the grandparents to look after the baby

8. How does having a baby affect a person's ability to work at a job?

2-pg2

- 8a. ___ Will have a lot of bad effects on the job
- 8b. ___ Will have some bad effects on the job
- 8c. ___ Some good and some bad effects on the job
- 8d. ___ Will have some good effects on the job
- 8e. ___ Will have a lot of good effects on the job

9. How does having a baby affect a person's school life (attendance, homework, projects marks)

- 9a. ___ Will have a lot of bad effects on school life
- 9b. ___ Will have some bad effects on school life
- 9c. ___ Some good and some bad effects on school life
- 9d. ___ Will have some good effects on school life
- 9e. ___ Will have a lot of good effects on school life

10. How does having a baby affect a person's social life ?

- 10a. ___ Will have a lot of bad effects on a person's social life
- 10b. ___ Will have some bad effects on a person's social life
- 10c. ___ Some good and some bad effects on a person's social life
- 10d. ___ Will have some good effects on a person's social life
- 10e. ___ Will have a lot of good effects on a person's social life

11. How does having a baby affect a person's physical health?

- 11a. ___ Will have a lot of bad effects on a person's physical health
- 11b. ___ Will have some bad effects on a person's physical health
- 11c. ___ Some good and some bad effects on a person's physical health
- 11d. ___ Will have some good effects on a person's physical health
- 11e. ___ Will have a lot of good effects on a person's physical health

12. How does having a baby affect a person's emotional health?

- 12a. ___ Will have a lot of bad effects on a person's emotional health
- 12b. ___ Will have some bad effects on a person's emotional health
- 12c. ___ Some good and some bad effects on a person's emotional health
- 12d. ___ Will have some good effects on a person's emotional health
- 12e. ___ Will have a lot of good effects on a person's emotional health

13. How does having a baby affect a person's finances / supply of money?

- 13a. ___ Will have a lot of bad effects on a person's finances
- 13b. ___ Will have some bad effects on a person's finances
- 13c. ___ Some good and some bad effects on a person's finances
- 13d. ___ Will have some good effects on a person's finances
- 13e. ___ Will have a lot of good effects on a person's finances

14. How does having a baby affect a person's family life ?

- 14a. ___ Will have a lot of bad effects on a person's family life
- 14b. ___ Will have some bad effects on a person's family life
- 14c. ___ Some good and some bad effects on a person's family life
- 14d. ___ Will have some good effects on a person's family life
- 14e. ___ Will have a lot of good effects on a person's family life

B. Answer the following questions in the spaces provided.

Please attach these answers to your Tally Sheet.

15. BTIO's crying made me feel (also describe any changes in feelings too) _____

16. Good or positive things about having babies and children are:

17. Bad or negative things about having babies and children are:

18. Describe the general reaction of your parent(s) and the other members of your family or those you live with to the "Baby Think It Over" experience.

19. In what ways is BTIO like caring for a real baby?

2-pg.4

20. In what ways is BTIO NOT like caring for a real baby? _____

20. Has using "Baby Think It Over" changed your opinions about parenthood? Please describe any changes.

11-10

February 8, 1999

Jon

I would like my Parenting students (NFB3G) to be given the opportunity to participate in this Baby Think It Over Research project. About 80% of the students enrolled in Parenting actually take the BTIO doll home for the weekend. These are the students I would be targeting with this survey. Schools in Peel and Toronto are already involved in this research study. Do I need to get permission from the Board? They did in Toronto and Peel. I have enclosed a copy of the pre and post surveys and a description of how the survey is to be completed. Please let me know what you think as I am planning on starting the BTIO project with my class next week.

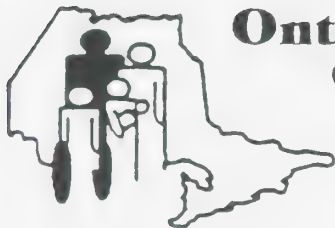
Thanks

Michelyn

Betty!

- support this initiative
- a couple of personal questions in the survey but nothing outrageous
- purpose - for family studies + teachers assoc.
- can we go ahead and distribute it?
- p.s. parents would be informed.

Jon



Ontario Family Studies Leadership Council

(formerly Ontario Family Studies Co-ordinator's Council)

January 24, 1999

Dear Colleague in Family Studies:

The purpose of this letter is to thank you for volunteering to research the effectiveness of the "Baby Think It Over" technology in your school. This technology has been available for just over four years but in that time anecdotal evidence would suggest that it is very effective in both reducing the teenage pregnancy rate and making adolescents more realistic in their attitudes toward future parenting and the timing of a first pregnancy.

The Ontario Family Studies Leaders' Council (OFSLC) proposes to undertake a scientific study of the effectiveness of the BTIO technology on student attitudes and behaviour. As a teacher of Family Studies / Home Economics you will be helping OFSLC gather hard evidence on the effectiveness of BTIO which will form part of our Parenting Initiative.

This study will involve two anonymous questionnaires to be done before and after the weekend spent with the infant simulator. A code that only the student knows will be used to connect the "before" and "after" questionnaires and thus allow the researchers to tabulate data and arrive at conclusions from it.

Please find enclosed the required forms for the study and possible letter formats to gain permission from your principal, students' parents or the students themselves if they are over eighteen years of age. Please note that waivers governing the loss or damage to BTIO are not included. However, BTIO comes with a sample format for this waiver in the package. Please encourage students to answer with ONE selection only. Please think in generalities not about specifics regarding individuals. *(in the surveys)*

When you have completed a study the Tally Sheets and anecdotal pages should be mailed back to me at the address which follows. You do not have to collate answers, only mail the data. If this is likely to arrive during summer holidays please contact me for a summer address.

I want to personally thank you for becoming involved in this study. I want you to feel free to contact me if you have any questions or concerns. I would also appreciate hearing from you if you find any obvious flaws that need correction. Several have come to light and been corrected in the first running of the study in North York, Ontario. Please feel free to contact me at any time in the future.

Sincerely,

Mary K. Cunningham

Mary Katherine Cunningham, PHEc
Social and Global Studies Department
Don Mills Collegiate
15 The Donway East
North York, ON, M3C 1X6
416-395-3763 (P) 416-395-3748/3429 (F)
mary_cunningham@nynet.nybe.on.ca

STUDY CONSIDERATIONS

- 1) Get your Principal's permission to do this in your school. Get school board permission too, if necessary. Hopefully that won't be necessary because it is a pain. I have enclosed a copy of the Peel Board's permission to Rosemary Sutton. Perhaps this will suffice since they have a professional and exacting research screening procedure.
- 2) Send home parental/student permission letters. Best to put these on Letterhead if you can. You can also include the BTIO waiver and damage letter in this same package. You could do PROBABLY the initial survey with all students and discard any for which permission is not received.
- 3) Set up a file box or drawer where students can access their completed forms, get part two forms and so on without you having to oversee them picking out their confidential surveys. Some of the questions asked are quite personal and confidentiality is important for ethical and academic reasons.
- 4) Do the preliminary study as soon as possible after the course starts, first day of school if possible, before any attitudes change occur due to classroom material.
- 5) Aim of Study : to demonstrate the effects of using "Baby Think It Over" technology on the attitudes of adolescent students toward parenting and timing of pregnancy.
- 6) Set up some way for a paricky student to reach you over the weekend in order to prevent damage to themselves or the BTIO. Pager, Message left at a telephone that is always answered.
- 7) Since it may not be possible for all students to take the BTIO home for the same length of time it is important that we have some way of knowing how long a respondent had the simulator. This need is taken care of on the Tally Sheet in the Part Two Column

 YOUR SCHOOL LETTERHEAD AND DATE

Dear (Principal):

The purpose of this letter is ask for your permission to conduct research in our school. As you know the Family Studies program in this school uses _____ "Baby Think It Over" (BTIO) infant simulator(s) as part of our Parenting Courses. (NFB _____) (or other grade and course)

This technology has been available for just over four years but in that time anecdotal evidence would suggest that it is very effective in both reducing the teenage pregnancy rate and making adolescents more realistic in their attitudes toward future parenting and the timing of a first pregnancy.

The Ontario Family Studies Leaders' Council, to which our board belongs, proposes to undertake a scientific study of the effectiveness of the BTIO technology on student attitudes and behaviour during this school year. As a teacher of Family Studies I would like to participate in this important study using the students in my parenting class(es) who take BTIO home for the weekend.

This study will involve two anonymous questionnaires to be done before and after the weekend spent with the infant simulator. A code that only the student knows will be used to connect the "before" and "after" questionnaires and thus allow the researchers to tabulate data and arrive at conclusions from it.

I am hoping to hear from you about this important project as soon as possible.

Sincerely,

MEMO TO: Merv Matier
Director of Education

FROM: Dr. Elizabeth Bond
Superintendent of Education

RE: RECOMMENDATIONS OF
TEACHER ADVISOR COMMITTEES

RECOMMENDED ACTION:

Moved by _____
that the Board approve the guidelines recommended by the Elementary and Secondary Teacher Advisor Committees for the implementation of the Teacher Advisor System in September, 1999.

BACKGROUND INFORMATION:

In preparation for the implementation of a Teacher Advisor System that would meet the expectations of the Ministry of Education and Training, in the fall of 1998 two Teacher Advisor Committees were formed - one for elementary (Grades 7, 8) and one for secondary (Grades 9-11), under the leadership of Kathie Hibbins, Special Assignment Teacher. Each Committee included a representative from each school. The task of each Committee was to develop system guidelines for the Teacher Advisor System that would provide some consistency across the system while still enabling schools to develop school-based programs that would meet the needs of individual school communities. The process for the development of the attached guidelines was somewhat different for each group, as a result of decisions made by the members of the group. There is general support from the principals, for the guidelines, as presented.

Elementary (Grades 7, 8) Guidelines Appendix A

At a meeting of the Teacher Advisor Committee in October, 1998, the group decided that a smaller sub-committee of volunteer representatives would develop draft guidelines and bring them back to the whole committee for feedback. The subcommittee, which included representatives from both city and county schools and a school administrator, met on several occasions to develop the draft guidelines. The subcommittee members took into consideration existing practices both within and outside the Board, research on Teacher Advisor programs and information provided by the Ministry of Education and Training. The draft guidelines were presented to the Teacher Advisor Committee for feedback and were then taken by the representatives to their schools for additional feedback. Additional feedback has also been provided through the middle school principals who have indicated general support for the guidelines.

RECOMMENDATIONS OF TEACHER ADVISOR COMMITTEES...PAGE 2**Secondary Guidelines Appendix B**

In preparing the draft guidelines for secondary schools, the Teacher Advisor Committee worked through the process as a large group, which included at least one representative from each secondary school. Throughout the process, the group worked towards consensus. In order to have a common base from which to start, the group first identified the characteristics and components of an ideal teacher advisor program. From the list, those considered essential were identified and within each of the components, guideline recommendations were developed. At each step of the development, school representatives were asked to go back to their school planning teams and staff to obtain feedback, which they brought back to the Committee on a regular basis. Feedback from the schools was incorporated into the accompanying guidelines. Secondary school administrators also showed general support for the guidelines and will be meeting with Ken Waters and me to review different models that may be used, depending upon the nature of the school, students, staff and community.

TEACHER ADVISOR SYSTEM – GRADE 7/8

Guideline Recommendations for Grade 7/8

In preparation for the implementation of a Teacher Advisor System for Grade 7/8, that would meet the Ministry of Education and Training's expectations, a sub-committee of school representatives was formed. This sub-committee has prepared draft guideline recommendations that will provide system guidelines for schools. The draft recommendations will be presented to the Teacher Advisor System Committee – Grade 7/8 for feedback. Based on the feedback, the draft recommendations will be revised before presentation to the Secondary School Reform Steering Committee.

In preparing the draft recommendations, the committee agreed that the recommendations made should

- reflect only the Ministry of Education and Training expectations.
- include guidelines in the following areas: time, grouping of students, planning/implementation team, role expectations, resources, in-service and training, and tracking.
- include a rationale for each of the areas identified.
- allow for flexibility.
- provide system guidelines for schools while still allowing schools to develop a school-based program that would meet school needs.

Time

Rationale

As part of Secondary School Reform, each student in Grade 7, beginning in September 1999, will prepare an Annual Education Plan. The draft Annual Education Plan Resource document identifies the specific skills students need in order to complete the Annual Education Plan with example lessons and suggested time frame for teaching each skill. In addition, Teacher Advisors are expected to monitor academic progress, provide personal support and positive encouragement, and be the primary contact with home for the students in their assigned teacher advisor group. In order for these expectations to be met regular contact between teacher and student(s) will be necessary.

Recommendations

- that the equivalent of 20 minutes per day minimum be assigned to a teacher advisor program in order to meet the expectations of the Ministry of Education and Training.
- that, where possible, teacher advisor time be scheduled daily.
- that based on the school community and identified needs, schools may choose to extend the teacher advisor time beyond this minimum.

Grouping of Students

Rationale

Research recognizes the importance of

- small groups of students being assigned to a Teacher Advisor.
- students being assigned the same teacher advisor over several years in order to foster the development of the student-advisor relationship
- cross-graded groupings of students to enhance the development of a sense of belonging and school community.

Recommendations

- that, where possible,
 - Grade 6 students be included in the Teacher Advisor Program.
 - Teacher Advisor groups be cross-graded.
 - that students be assigned the same Teacher Advisor through Grade 6-8.

Role Expectations

Rationale

Clearly stated expectations are essential to the success of a Teacher Advisor System and can provide the basis for the development of program indicators of success by a school.

Recommendations (see attached roles from SSR Update)

- that teacher advisors follow the Ministry of Education and Training guidelines with regards to the Teacher Advisor System.
- that students participate fully in their use of advisor time.
- that administrators provide on-going visible public support and advocacy for their school's Teacher Advisor System.
- that each school develop an accountability plan for administrators, teacher counsellors, teacher advisors, students, and parents.

Resources (Activities/Strategies)

Rationale

The Ministry of Education and Training will be providing a Teacher Resource document for both the Teacher Advisor System and the Annual Education Plan. However, there may be gaps in student learning that would necessitate additional resources (activities/strategies) be used. School planning teams and individual teacher advisors would benefit from having additional resources available for their use.

Recommendations

- that program development be continuous and on-going.
- that based on a gap analysis, resource materials, in addition to those provided by the Ministry of Education and Training, be prepared and/or identified at a system level and a list of such resources be made available to schools for their use.
- that the selection and use of materials beyond what the Ministry of Education and Training provides would be school-based and in response to identified student need.

Planning/Implementation Team

Rationale

A successful Teacher Advisor System is dependent on adequate, on-going planning for development, implementation and review of the program. As part of the school planning process, individual schools will need to develop and support an action plan for a teacher advisor program that meets the Ministry of Education and Training's expectations and reflects the identified system guidelines (parameters) while meeting individual school needs.

Recommendations

- that each school establish and maintain a Teacher Advisor Planning Team.
- that the school planning team be composed of at least one administrator and a cross-section of classroom teachers with input from both parents and students. This will provide for a balanced view of implementation and the tasks necessary to continue the teacher advisor program.
- that one person be designated as the Teacher Advisor Co-ordinator and that this person be a consistent member of the planning team.
- that all staff have membership on the planning team on a rotating basis

In-Service and Training

Rationale

As a result of Secondary School Reform, by September 2001, all students in Grades 7-11 are to participate in a Teacher Advisor Program. A Teacher Advisor Program for Grades 7-9 is to be in place in September 1999. Adequate in-service for the school community is critical to the implementation and success of such a Teacher Advisor Program. Effective in-service will provide the knowledge and skills needed to meet the Ministry of Education and Training expectations for a Teacher Advisor Program and be based on the identified needs of those involved. In order to maximize teacher learning, in-service and training will be most effective if delivered during the school day rather than at the end of a full teaching day.

Recommendations

- that on going in-service be available and provided for all stakeholders at a system-level and for individual school communities.
- that when possible in-service and training for teachers be scheduled during the school day.

Tracking

Rationale

The Annual Education Plan and the Student Portfolio will serve as a resource and be useful in the review of a student's progress towards achieving the learner, interpersonal, and career development expectations. The availability of these to the Teacher Advisor will be helpful in assisting the student in the preparation of the Annual Education Plan.

Recommendations

- that the student update and review his/her Annual Education Plan regularly with his/her parent or guardian, the teacher advisor and when available a teacher-counsellor.
- that a copy of the Annual Education plan be stored within the school in a manner to be determined by the system.

TEACHER ADVISOR SYSTEM – SECONDARY

Guideline Recommendations for Secondary Schools

As a part of the preparation for the implementation of a Teacher Advisor System for Grade 9 in September 1999, a Teacher Advisor Committee – Secondary was formed. Committee members represented all secondary schools in the Hamilton-Wentworth District School Board. The first task of this committee was to prepare draft recommendations that would provide system guidelines for schools as they plan and implement their teacher advisor program.

In preparing the draft recommendations, the committee agreed that the recommendations made should

- reflect only the Ministry of Education and Training expectations.
- not include a recommendation for grouping students since the Ministry expectation is for Grade 9 only in September 1999.
- include guidelines in the following areas: time, planning/implementation team, role expectations, resources, in-service and training, and tracking.
- include a rationale for each of the areas identified.
- allow for flexibility.
- provide system guidelines for schools while still allowing schools to develop a school-based program that would meet school needs.

Time

Rationale

The draft Annual Education Plan Resource document identifies the specific skills students need in order to complete the Annual Education Plan with example lessons and suggested time frame for teaching each skill. In addition, Teacher Advisors are expected to monitor academic progress, provide personal support and positive encouragement, and be the primary contact with home for the students in their assigned teacher advisor group. In order for these expectations to be met regular contact between teacher and student(s) will be necessary.

Recommendations

- that the equivalent of 25 minutes per week minimum be assigned to a teacher advisor program in order to meet the expectations of the Ministry of Education and Training.
- that based on the school community and identified needs, schools may choose to extend the teacher advisor time beyond this minimum.

Role Expectations

Rationale

Clearly stated expectations are essential to the success of a Teacher Advisor System and can provide the basis for the development of program indicators of success by a school.

Recommendations (see attached roles from SSR Update)

- that teacher advisors follow the Ministry of Education and Training guidelines with regards to the Teacher Advisor System.
- that students attend and participate fully in their use of advisor time.
NOTE: School planning teams will need to consider the issue of student attendance and participation in the teacher advisor program and any consequences there may be for not meeting the student expectations for the program.
- that administrators provide on-going visible public support and advocacy for their school's Teacher Advisor System.
- that each school develop an accountability plan for administrators, teacher counsellors, teacher advisors, students, and parents.

Resources (Activities/Strategies)

Rationale

The Ministry of Education and Training will be providing a Teacher Resource document for both the Teacher Advisor System and the Annual Education Plan. However, there may be gaps in student learning that would necessitate additional resources (activities/strategies) be used. School planning teams and individual teacher advisors would benefit from having additional resources available for their use.

Recommendations

- that program development be continuous and on-going.
- that based on a gap analysis, resource materials, in addition to those provided by the Ministry of Education and Training, be prepared and/or identified at a system level and a list of such resources be made available to schools for their use.
- that the selection and use of materials beyond what the Ministry of Education and Training provides would be school-based and in response to identified student need.
- that teacher counsellors be available to assist and provide information to students, parents and teacher advisors for the preparation of the Annual Education Plan.

Planning/Implementation Team

Rationale

A successful Teacher Advisor System is dependent on adequate, on-going planning for development, implementation and review of the program. As part of the school planning process, individual schools will need to develop and support an action plan for a teacher advisor program that meets the Ministry of Education and Training's expectations and reflects the identified system guidelines (parameters) while meeting individual school needs.

Recommendations

- that each school establish and maintain a Teacher Advisor Planning Team.
- that the school planning team be composed of at least one administrator, one teacher-counsellor, and a cross-section of classroom teachers with input from both parents and students. This will provide for a balanced view of implementation and the tasks necessary to continue the teacher advisor program.

In-Service and Training

Rationale

As a result of Secondary School Reform, by September 2001, all students in Grades 7-11 are to participate in a Teacher Advisor Program. A Teacher Advisor Program for Grades 7-9 is to be in place in September 1999. Adequate in-service for the school community is critical to the implementation and success of such a Teacher Advisor Program. Effective in-service will provide the knowledge and skills needed to meet the Ministry of Education and Training expectations for a Teacher Advisor Program and be based on the identified needs of those involved. In order to maximize teacher learning, in-service and training will be most effective if delivered during the school day rather than at the end of a full teaching day.

Recommendations

- that on going in-service be available and provided for all stakeholders at a system-level and for individual school communities.
- that when possible in-service and training for teachers be scheduled during the school day.

Tracking

Rationale

The Annual Education Plan and the Student Portfolio will serve as a resource and be useful in the review of a student's progress towards achieving the learner, interpersonal, and career development expectations. The availability of these to the Teacher Advisor will be helpful in assisting the student in the preparation of the Annual Education Plan.

Recommendations

- that the student update and review his/her Annual Education Plan regularly with his/her parent or guardian, the teacher advisor and when available a teacher-counsellor.
- that a copy of the Annual Education plan be stored within the school in a manner to be determined by the system.

#13

**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS**

		1998 ACTUALS						1999 ACTUALS						1998/99 BUDGET		
		JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE		
Teachers - Elementary		2,059.10	2,059.10	2,059.10	2,051.30	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00						2,045.40
Teachers - Secondary		1,197.39	1,197.39	1,197.39	1,201.84	1,201.84	1,201.84	1,201.84	1,201.84	1,199.17						1,057.69
Teacher Assistants		351.12	351.12	351.12	351.50	363.50	363.50	363.50	376.00	376.00						345.00
Professionals & Paraprofessionals		161.00	161.00	161.00	159.00	159.00	159.00	159.00	161.00	161.00						161.00
School Administration		450.83	450.83	450.83	406.78	406.78	406.78	406.78	406.78	406.78						406.03
Consultants & Special Assign. Tchrs.		29.50	29.50	29.50	37.00	37.00	37.00	37.00	37.00	37.00						37.00
Board Administration & Governance		175.16	175.16	175.16	158.58	158.58	158.58	158.58	148.58	149.58						148.76
School Operations		503.63	503.63	503.63	472.48	472.48	473.48	473.00	466.00	466.00						464.07
Continuing Education		7.52	7.52	7.52	4.52	4.52	4.52	4.52	4.52	4.52						4.52
Transportation		1.75	1.75	1.75	1.25	1.25	1.25	1.25	1.25	1.25						1.25
Staff on Loan (recoverable)		17.83	17.83	17.83	14.00	14.00	14.00	14.00	14.00	14.00						13.00
Total Full Time Equiv. Positions		4,954.83	4,954.83	4,954.83	4,858.25	4,883.95	4,884.95	4,884.47	4,881.97	4,880.30						4,683.72

Prepared by Human Resources - March 1, 1999

TO: Merv Matier, Director of Education and Secretary
FROM: A. Cupido, P. Eng., Superintendent of Plant Services
RE: **Plant Services Re-organization**
DATE: 1999 03 04

Recommended Action:

Moved by: _____ seconded by _____ that the Organizational Structure for the Plant Services Department be approved as shown in Appendix 4.

Background:

The Board, at its meeting of June 17, 1998 approved organizational structures for all Departments except the Plant Services section. The Superintendent of Plant Services position was approved on May 28, 1998 and it was acknowledged at the Education Committee of December 3, 1998 that a new/revised organizational structure for the Plant Services Department would be brought to the March 4, 1999 Education Committee.

The Plant Services staff currently consists of a mixture of former City and County staff as a result of the amalgamation of the two Boards.

The mixture of staff and their positions consist of those that are part of the Board Governance and Administration and School Operations. A re-organization is proposed to ensure a more effective utilization of the management staff and to strive toward optimal service delivery to our schools.

The following specific focuses were considered in the new organizational structure:

- 1) Strengthening of Supervision in the Maintenance Services section including development of Preventative Maintenance systems.
- 2) Develop more project supervision in the Building Renewal and Construction section.
- 3) Strengthen the Technical Expertise and field support in the Regulated Substance Team.
- 4) Develop a more cost-effective and efficient model, including the development and implementation of a computerized Work Order System.

- 5) Develop long term energy management strategies for the department, including technical expertise in Building Automation Systems.

With these issues considered, the following re-organization is proposed:

With reference to Appendix 1, seven (7) service areas of responsibility are proposed and that one manager or co-ordinator oversee these areas - each reporting to the Superintendent. The scope of responsibilities in each area is shown.

With consideration for these service areas, existing Managers and Supervisors were designated to positions that were consistent with their previous roles in the former Boards. Only minor exceptions existed and are noted below. In most instances, new titles have been proposed.

The proposed revised Staffing Report is shown in Appendix 2 (Board Governance) and Appendix 3 (School Operations). The resulting Draft Organization Chart is found in Appendix 4.

In an effort to create a more efficient and effective structure, the following positions are proposed to be deleted or added:

- 1 - Co-ordinator of Plant Services (former County) move to Maintenance Supervisor with specific responsibilities for Preventative Maintenance Programs.
- 1 - Co-ordinator of Plant Services (former County) move to Project Supervisor with specific responsibilities for Building Renewal projects and related Capital programs.
- That a Regulated Substance Technician position be created effective April 1, 1999 with specific responsibilities to provide technical expertise and address the increased scope of asbestos and other regulated substances in the Board. This is accomplished by realigning the FTE from the Regulated Substance Team Leader position noted below.
- That the Regulated Substance Team Leader position (currently vacant) be deleted effective April 1, 1999.
- That a position of Co-ordinator of Energy Services be considered prior to the effective completion of the current Energy Reduction program (approximate date April, 2000), with specific responsibilities for Building Automation Systems and Energy Monitoring. As well, this position will have significant responsibilities to ensure Y2K compliance for all Building

14-2

Automation Systems in the Board. This position should be added in the fall of 1999 to address these issues. This is accomplished by realigning the FTE Mechanical Team Leader position.

The proposed model will provide a savings of approximately \$50,000.00 per year and is structured to incorporate attrition which is expected subject to new OMERS regulations.

mb

APPENDIX 1

14-3

5. 10. 1991, 10. 10. 1991

APPENDIX 2

The Hamilton-Wentworth District School Board
Staffing Report
BOARD ADMINISTRATION & GOVERNANCE

	Aug 31/98 Staffing Complement	Additions/ Reductions During Year	Aug 31/99 Staffing Complement	Restructuring Staffing Complement (adjustment)
SUPERINTENDENT OF PLANT OPERATIONS				
Manager of Plant	1.00	(1.00)	0.00	0.00
Manager - Administrative Services	1.00	(1.00)	0.00	0.00
Manager, Planning	1.00	(1.00)	0.00	0.00
* Manager, Maintenance & Engineering	1.00		1.00	1.00
* Manager/Trainer, Caretaking	1.00		1.00	1.00
Health and Safety	2.00		2.00	1.00
Safety Technician	0.50	(0.50)	0.00	1.00
Building Analyst	1.00		1.00	1.00
Caretaking Services Clerk	1.00		1.00	1.00
Secretary, Supt. of Plant	0.00	1.00	1.00	1.00
* Secretary, Manager of Maint./Eng.	1.00		1.00	1.00
Admin. Bldg. - Caretakers	7.05		7.05	7.05
Admin. Bldg. - Parking Lot/Security	6.66		6.66	7.66 **
TOTAL SUPT. OF PLANT OPERATIONS	24.21	(2.50)	21.71	22.71

* Title Change Only

Manager, Maintenance & Engineering to Manager of Maintenance Services
Manager/Trainer, Caretaker to Manager of Caretaking Services
Secretary, Manager of Maint. Eng. to Secretary, Manager of Maintenance Services

** Additional staff costs being offset by parking revenues. Positions approved by the Board October 22, 1998.

The Hamilton-Wentworth District School Board
Staffing Report
SCHOOL OPERATIONS

	Aug 31/98 Staffing Complement	Additions/ Reductions During Year	Aug 31/99 Staffing Complement	Restructuring Staffing Complement (adjustment)	
SUPERINTENDENT OF PLANT OPERATIONS					
Administrative/Supervisory					
Co-ordinator of Plant Services	2.00		2.00	0.00	-2.0 FTE
* Site Leaders/Facilities	17.00	(2.00)	15.00	15.00	
Grounds Supervisor	1.00	(1.00)	0.00	0.00	
Supervisor of Maintenance	1.00		1.00	2.00	+1.0 FTE
Staff Assistant, Electrical	1.00		1.00	1.00	
* Manager, Design Services	1.00		1.00	1.00	
Mechanical Team Leader (July, 1999)	1.00		1.00	0.00	-1.0 FTE
Facilities Services Technician	1.00		1.00	1.00	
Regulated Substances Supervisor	1.00		1.00	1.00	
Hazardous Waste Team Leaders	1.00		1.00	0.00	-1.0 FTE
Project Supervisor, Building Renewal	0.00		0.00	1.00	+1.0 FTE
Co-ordinator, Energy Services (fall 1999)	0.00		0.00	**(1.00)	+1.0 FTE
Regulated Substance Technician	0.00		0.00	1.00	+1.0 FTE
Total Administrative/Supervisory	27.00	(3.00)	24.00	24.00	
Custodial					
Elementary	289.63	(4.88)	284.76		
Secondary	156.00	(28.69)	127.31		
Total Custodial	445.63	(33.56)	412.07		
Maintenance					
Maintenance Staff	23.00	(1.00)	22.00		
Maintenance Crew	3.00	(1.00)	2.00		
Hazardous Waste Team	5.00	(1.00)	4.00		
Total Maintenance	31.00	(3.00)	28.00		
TOTAL SCHOOL OPERATIONS	503.63	(39.56)	464.07		

* Title Change Only

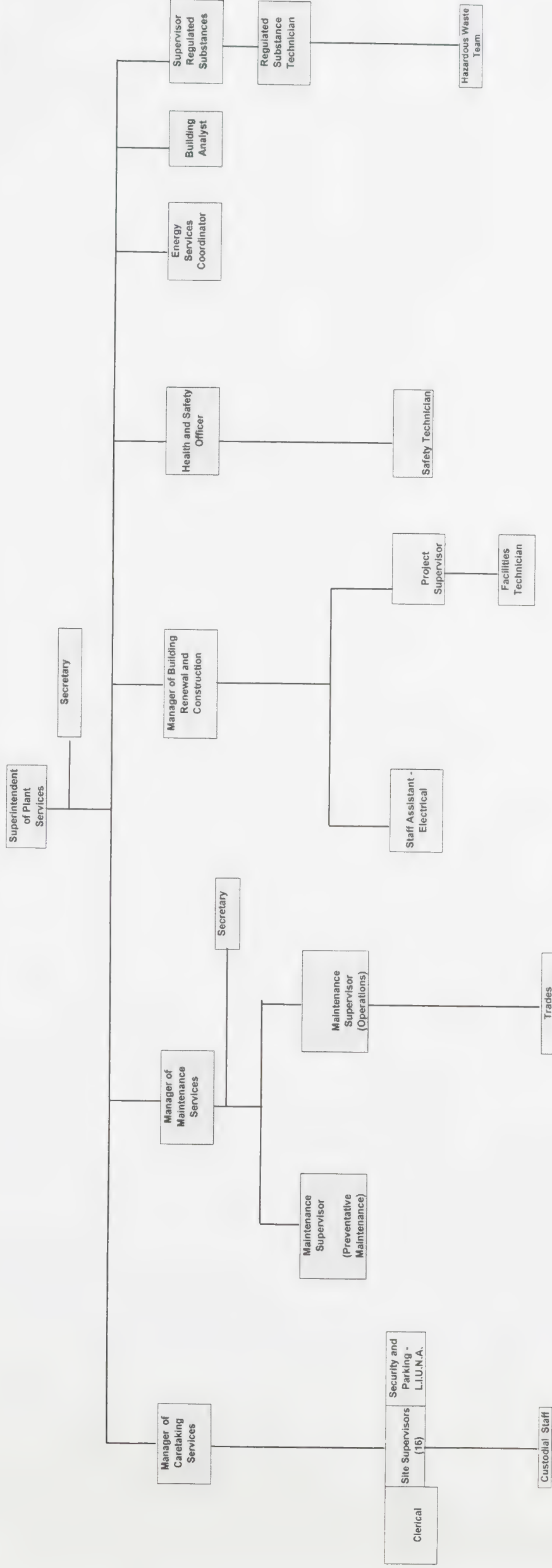
Site Leaders/Facilities to Area Supervisors

Manager of Design Services to Manager of Building Renewal and Construction

** To be included in 1999-2000 School Year Operating Budget

PLANT SERVICES - ORGANIZATIONAL CHART DRAFT

APPENDIX 4



#16

MEMO

Date: 1999 03 04

To: Merv Matier, Director of Education and Secretary

From: Marguerite Botting
Superintendent of Instructional Services

Re: **Anaphylaxis Committee Representation**

Late in 1998 a committee was formed to develop a policy for Anaphylaxis. The committee is well on its way to completing its mandate. The purpose of this memo is to request trustee representation on this committee.

C43 ON HW W 26

A33E
1999

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EDUCATION COMMITTEE

APRIL 8, 1999

**URBAN
MUNICIPAL**

7:00 p.m.

A G E N D A

7:00 p.m

1. Call to Order
2. Approval of the Minutes of March 4, 1999
3. Business Arising from the Minutes
4. Approval of Agenda

URBAN MUNICIPAL

APR 19 1999

J. Bishop

ACTION ITEM:

5. Ontario Youth Apprenticeship Program (OYAP) Presentation

K. Waters

DELEGATION:

6. Request from J. Enos

ACTION ITEMS:

7. Safe Arrivals Policy
8. Implementation of the Ontario Curriculum
9. Curriculum Processes Policy
10. Reporting Procedures for 1999
11. Proposal by J. Wagner, Brock University
12. Strategies for Implementation of Secondary School Reform
13. Staffing Reports – Full-Time Equivalent Positions
 - (a) February 1999
 - (b) March 1999
14. Delegation to Regional Health and Social Services Committee
15. Trustee Representation – Antiracism & Ethnocultural Policy Review Committee

P. Gillie

K. Croxall

K. Croxall

K. Bell/M. Botting

M. Botting

E. Bond

D. Grant

J. Bishop

E. Bond

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

16. Public Questions for Clarification

Future Meetings:

Board	April 15, 1999	8:00 p.m.
Business Committee	April 22, 1999	7:00 p.m.
Board	April 29, 1999	8:00 p.m.
Special Education Advisory Committee	April 28, 1999	7:15 p.m.

DELEGATION

EDUCATION COMMITTEE
1999 04 08

#6

March 05, 1999

Hamilton-Wentworth District School Board
100 Main Street West
Hamilton, Ontario
L8N 3L1

By Fax: 521-2544

Att'n: Mr. Merv Matier, Director and Secretary of The Board

Re: Delegate Status Before Education Committee on April 08, 1999

Dear Mr. Matier:

I wish to apply for delegate status before the Education Committee on Thursday April 08, 1999. The topic I wish to address is ***"The need for the strong promotion of lifelong monogamous sexual relationships within our public school system"***. This presentation examines the history of sex-ed since it's inception in 1975 and the patterns of adolescent sexual health both in the province and our region throughout this period. It also presents with current data the effectiveness of condoms in the prevention of pregnancy and STD's including chlamydia, HIV and genital warts. This presentation can be done in the allotted 15 minute time frame and I would be available to answer any questions or comments as necessary. All documents and statistics are supplied in a 13 page package which is excellent for future reference.

It is my belief that the majority of the trustees and board officials in attendance will be exposed to information that they were previously unaware of and facts which are vital to sexual health education that leads to the best health choices.

It is my understanding that 88 sets of the package would ultimately be required and produced by your staff. In order that key points be effectively communicated, each individual package is highlighted. This enables those who are present to review the material as I speak. This has proven to be effective. I am willing to provide all 88 highlighted packages to you upon approval of my delegate request.

The preparing of the 88 packages will take me approximately 14 days working in my spare time thus I would appreciate confirmation notice at your earliest possible convenience.

Thank-you for your time in considering my request.

Yours in family service ,

Jim Enos,
Parent of 3 children attending HWDSB
B 528-8761
H 383-2282

From reviewing the chart below it can be seen that there was a steady and significant decline in teen pregnancy rates from 1976-1987 with 1976 being the inception of mandatory sexual health education in Ontario. However, it can also be seen that since 1987, pregnancy rates have increased steadily right through to 1995. As a matter of fact **provincial rates have increased 30.2% and regional rates have increased 23.1%.**

TEEN PREGNANCIES (AGES 15-19)

YEAR	ONTARIO RATE/1000	H-W REGION RATE/1000
1976	NOT AVAILABLE	61.5*
1981	44.6	52.5*
1986	37.1	41.9
1987	36.4	41.1
1988	36.8	42.1
1989	38.3	43.7
1990	37.7	40.4
1991	38.7	47.9
1992	44.6	46.0
1993	45.8	47.9
1994	46.8	49.6
1995	47.4	50.6**

*ORTON 1976-1986 (All other data from Ontario Ministry of Health)

**There is no data currently available from Ontario Ministry of Health later than 1995.

The increase in H-W Region teen pregnancy rates from 1987-1995 translates into an additional 138 babies created in 1995 within a teenage womb. Tragically, 69 of these innocent babies had their lives taken from them leaving 69 young mothers to suffer the trauma.

From reviewing the chart below it can be seen that provincial chlamydia rates have increased - 288% from 1985-1995 and that our regional rates were 35% higher than the provincial rates in 1995.

The latest available year to compare is 1997 in which our regional rates were 44% above the provincial followed by a further increase in rates of 22% in 1998. (Please see graph on following page)

CHLAMYDIA RATES (FEMALES AGES 15-19)

YEAR	ONTARIO RATE/100,000	H-W REGION RATE/100,000
1985	240.7	NOT AVAILABLE
1990	1208.9	1333.9
1991	1245.9	1246.1
1992	1249.5	1518.1
1993	1140	1338.3
1994	1052	1201.3
1995	932.9	1260.9
1996	812.4	1113.1
1997	794.1	1140.0 (+ 44%)
1998	N/A	1389.0

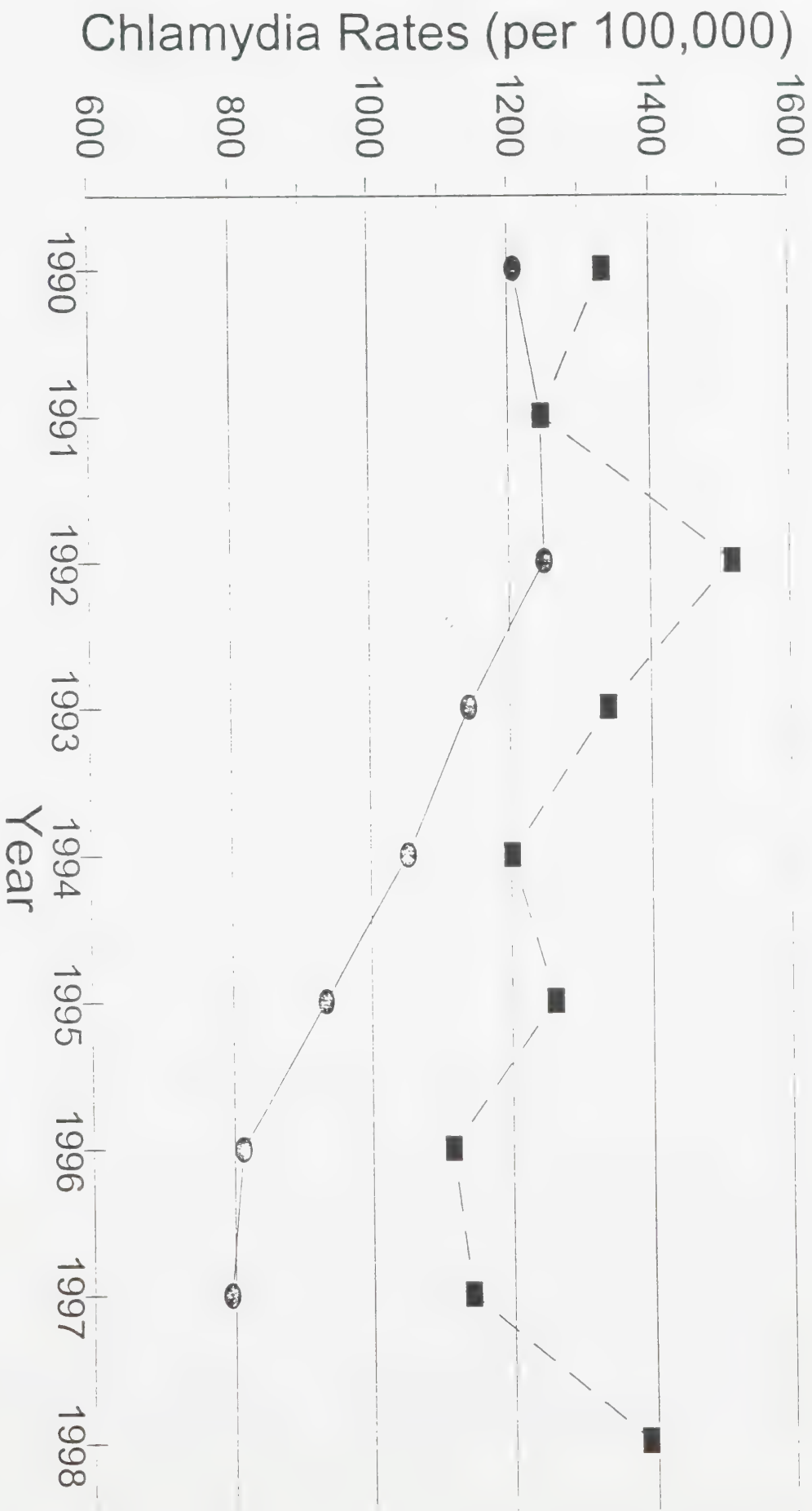
Why did teen pregnancy rates in fact decrease from 1976-1986 and then increase from 1987-1995?

From 1976-1986 mandatory sexual health programs were in fact in place however, they stressed chastity and taught the cost of sexual promiscuity. In 1987 due to the HIV/AIDS situation condoms were introduced into the sexual health picture as being a form of "safe-sex" and value-free sex education became the language of the day which is still predominant today despite it's clear failure as shown in the above charts.

Further in a letter I received from this Region's Public Health Department dated May 22, 1998 it was stated *"In 1987, additional PHNs were hired to work specifically in the AIDS/STD program. These PHN's provided additional services not only in the secondary schools but also provided increased clinic and community services as well."* Based on our Regional rates one must soon begin to examine the value of this investment.

Females Aged 15-19

Provincial vs. Regional



Teen sex study 'alarming'

One-third of girls have infections, U.S. team finds

BY REBECCA BRAGG
STAFF REPORTER

Almost a third of sexually active adolescent girls tested in a U.S. study were infected with the sexually transmitted disease chlamydia, with the highest rate among 14-year-olds.

The study, published today in the *Journal of the American Medical Association*, followed 3,202 sexually active girls between the ages of 12 and 19 in inner-city Baltimore.

Over-all, 933 of them, or 29.1 per cent, were found to have genital chlamydia trachomatis, a bacterial infection known to be a leading cause of pelvic inflammatory disease and infertility.

The highest age-specific rate of infection was among 14-year-olds, a finding that the study's lead author, Dr. Gale Burstein, said this week from Baltimore was "very alarming" to the research team.

Although no comparable study has been done in Toronto, public health officials don't believe the problem is as severe among adolescents here.

But "chlamydia among teen-

agers is a concern, no question," said Connie Clement, sexual health manager for Toronto District of the city of Toronto public health unit.

Asked why the rate of infection should be so high among 14-year-old girls, Burstein replied: "From a biological standpoint, it makes sense."

The immature tissue on the cervix of an adolescent girl is more susceptible to chlamydia infection than it would be for a woman in her 20s or 30s, she said.

"These kids are not getting off to a great start in terms of their sexual health," said Burstein, of the Johns Hopkins University school of hygiene and public

health.

If caught, chlamydia, which has no symptoms in as many as 80 per cent of cases, is easily treated with antibiotics.

If left untreated, the genital infection can ascend into the pelvis, leading to scar tissue that blocks the movement of eggs from the ovaries through the fallopian tubes to the uterus.

That scar tissue can cause dangerous ectopic pregnancies or leave a woman unable to conceive, Burstein said.

In the Toronto area, the most recent figures for chlamydia infection among adolescents were compiled in 1996, when 810 cases were diagnosed among 100,000 people aged 15 to 19,

both male and female.

That's down from 1992, when 1,086 infections were diagnosed among the same number of teens.

Although no statistics exist to trace the rate of infection among adolescents younger than 15 in Toronto, "I can almost promise you that if we did a similar study in Toronto, we would not find rates like (Baltimore's), and we would certainly not find rates like that among 14-year-olds," Clement said.

In an editorial accompanying the study, Dr. Donald Orr recommended that all sexually active adolescent females be routinely tested for the disease every six months.

Fruit, veggies help heart

WASHINGTON (Reuters) — High blood pressure can be prevented not only by using less salt but also by eating more fruits and vegetables, researchers said yesterday.

A recent study has prompted the American Heart Association to recommend a diet rich in fruit and vegetables to control high blood pressure.

"The heart association has, for a number of years, recom-

ended diets high in fruits and vegetables and the evidence (now) is that kind of diet is helpful in people with high normal blood pressures," said Dr. Theodore Kotchen, a member of the committee.

The committee's decision is based on a study that found people who ate a diet extra-rich in fruits and vegetables, with a little low-fat dairy replacing most meat and fat, had lower blood

pressure than people who ate "normal" American diets or a "normal" diet with some extra fruit and vegetables added. All diets contained a near-normal level of salt. "We don't know what it is in the fruits and vegetables or the dairy products that might have an effect on the blood pressure. It might be fibre. It might be calcium, it might be potassium. We don't know what it is," he said.



4.2.8. Preventive Behaviour and Disease Detection

Exhibit 4.2.8.8. Investigations of Reportable Diseases by Hamilton-Wentworth
Department of Public Health Services, 1992

Disease	Cases	Carrier/ infection	Previously treated	Confirmed carriers and cases	Contacts	Investigations-
Amebiasis	23	0	0	23	0	23
Campylobacter enteritis	206	0	0	205	0	206
Encephalitis	4	0	0	4	0	4
Giardiasis	123	0	0	121	0	123
Gonorrhoea	149	0	0	149	0	149
Ophthalmia Neonatorum	1	0	0	1	0	1
Hepatitis A	14	0	0	12	0	14
Hepatitis B	14	153	0	160	357	526
Hepatitis Non-A Non-B	2	0	0	2	0	2
Hepatitis C	135	2	0	133	0	137
Influenza	4	0	0	1	0	4
Legionella Infections	3	0	0	2	0	3
Listeriosis	2	0	0	2	0	2
Malaria	9	0	0	9	0	9
Measles	51	0	0	51	10	61
Meningococcal	4	0	0	4	0	4
Mumps	1	0	0	1	0	1
Pertussis	67	0	0	67	4	71
Q Fever	2	0	0	2	0	2
Rubella	3	0	0	3	0	3
Salmonella Infections	106	0	0	105	0	106
Shigellosis	13	0	0	13	0	13
Syphilis	12	0	7	19	0	19
Atypical mycobacterium	7	0	0	4	0	7
Tuberculosis	29	1	0	26	19	49
AIDS/HIV	12	25	0	28	0	37
Typhoid	2	0	0	2	0	2
Yersiniosis	37	0	0	37	0	37
Chlamydia	705	0	0	701	0	705
HIB	5	0	0	5	0	5
E. Coli	13	0	0	13	0	13
Adverse reaction to vaccine	9	0	0	9	0	9
Animal rabies	26	0	0	4	2	28
Toxic shock	1	0	0	1	0	1
Total	1,794	181	7	1,919	392	2,376

Source: Department of Public Health Services, Municipality of Hamilton-Wentworth, Reportable Disease Information System, 1992.

Refer to Mortality section for age, gender and risk factor data for many of the above-listed diseases (Exhibits 3.1.6 through 3.1.18).

6-6



Ontario

 Ministry of Health
 Ministère de la Santé

F A C S I M I L E

To: Jim Enos
 Of: Family Action Council
 Fax: (905) 528-2289
 Pages: 1, including this cover sheet
 Date: April 15, 1998
 Re: Teen Pregnancy Rates

As requested, the following is the Ontario rate of pregnancies for females aged 15-19 for 1981-1995:

YEAR	NO. OF PREGNANCIES	FEMALE POPN 15-19	PREG RATE PER 1000 POPN
1981	17,639	395,510	44.6
1982	17,529	383,370	45.7
1983	15,466	368,870	41.9
1984	14,460	354,930	40.7
1985	13,471	344,230	39.1
1986	13,011	350,700	37.1
1987	12,757	350,300	36.4
1988	12,905	351,100	36.8
1989	13,477	351,800	38.3
1990	13,179	349,800	37.7
1991	13,342	345,000	38.7
1992	15,280	342,900	44.6
1993	15,692	342,500	45.8
1994	16,113	344,530	46.8
1995	16,428	346,870	47.4

From the desk of...
 Brenda Perkins
 Sr. Consultant - Sexual Health Program
 Disease Control Service
 Ministry of Health
 5700 Yonge Street, 8th Floor
 North York ON M2M 4K5
 (416) 327-7433 fax (416) 327-7439
 perkin99@mail1.moh.gov.on.ca



Ontario

Ministry Ministère
of de
Health la Santé

6-7

FAX TRANSMITTAL FORM

TO:

Jim Enos
(905) 528-2289

FROM:

Helen Bangura
Nurse Epidemiologist
Public Health Branch

Phone: (416) 327-7430
Fax: (416) 327-7439
e-mail: bangurhe@EPO.gov.on.ca

Date: January 29, 1998

Number of Pages Including Cover Sheet: 1

As requested, the following table shows chlamydia rates in males and females 15-19 years of age from 1985-1996. The disease did not become reportable until late 1983.

(PROVINCE OF ONTARIO)

Year	Male rate/100,000	Female rate/100,000
1985	61.4	240.7
1986	101.6	504.3
1987	136	809.1
1988	150.6	983.3
1989	182.1	1231.8
1990	170.9	1208.9
1991	161.3	1245.9
1992	168.8	1249.5
1993	182	1140
1994	156.8	1052
1995	133.2	932.9
1996	112.9	812.4

1985-1992 - 420% INCREASE IN CHLAMYDIA FOR FEMALES
1996 RATES ARE STILL 238% HIGHER THAN 1985.

6-8

AGES 15-19

REGION OF HAMILTON-WENTWORTH

YEAR	STILL BIRTHS	LIVE BIRTHS	ABORTED PREG	TOTAL PREG	TOTAL POP'N	PREG / 1,000	% PREG ABORTED
1986	3	306	* 333	642	15,405	41.7	
1987	4	314	* 331	649	15,800	41.1	
1988	4	325	* 328	657	15,600	42.1	
1989	1	344	* 332	677	15,500	43.7	
1990	2	332	284	618	15,293	40.4	46%
1991	1	391	327	719	15,006	47.9	45%
1992	4	361	323	688	14,952	46.0	47%
1993	3	367	338	708	14,794	47.9	48%
1994	5	373	349	727	14,650	49.6	48%
1995	2	372	364	738	14,592	50.6	49%

* ORTON - 1976-1986
(INCLUDES ABORTIONS IN QUEBEC & US)

THIS TABLE SHOWS THE FOLLOWING:

1991 - 1995 5.6% INCREASE IN PREGNANCY RATE
1986 - 1995 21.4% INCREASE IN PREGNANCY RATE

Table 6.1

Males and females who have had sexual intercourse (in percentages)

	Grade 9		Grade 11		Dropouts		College/ University	
	Male	Female	Male	Female	Male	Female	Male	Female
Once	11	6	9	7	5	3	5	3
Few times	13	9	24	18	32	31	26	22
Often	7	6	16	21	52	47	46	49

CANADA YOUTH AND AIDS STUDY
QUEEN'S UNIVERSITY, PG. 85

Many students are going to be sexually active so our health education programs should be Emphasizing Contraception and How to have Sex Safely.

This is NOT correct.

The Canada Youth and Aids Study, Queen's University, found that most students are not sexually active:

Sexual Activity	14 Year Olds (Grade 9)	Prime Candidates for Chastity Programs	16 Year Olds (Grade 11)	Prime Candidates for Chastity Programs
NEVER HAD SEX	74 %	93.5 %	52%	81%
Had sex ONCE	8.5%		8%	
Had Sex a FEW TIMES	11%		21%	
Have sex OFTEN	6.5%		19%	

The chart above indicates that the majority of students would benefit from an "abstinence (meaning abstaining from sexual activity) program.

ional / International News

AIDS expert says

AIDS in Canada: 430
AIDS in Kenya:

have similar

with AIDS: 1.1

died since epidemic
in
worldwide: 8.2

in Canada: 1,000
Centers for Disease
Control, World Health

ge approach lasting sev-
nat has been used since
stead with good results in

1. daily, which con-
e pills daily for three
e infection rate of babies
cost about \$50 (U.S.) a

si, a researcher at Har-
ity who has worked ex-
Tanzania, said that in a
re per capita health-care
\$4, AZT is still out of

ack of resources, we need
low-cost treatments," he

s team found that giving
pregnant women multivi-
dramatic results on their
th. The number of still-
disparities dropped 40 per
cent, the number of low-birth-
weight babies fell by 44 per cent.

ers have not yet been able
to determine whether the vitamin
actually reduces the rate of
infection. The regimen cost
\$1 a day, or \$10 for the dura-
tion of pregnancy.

The United Nations said in a recent report that 590,000 children became infected with the AIDS virus in 1997. But a group of U.S. researchers said yesterday that the number is low because the UN underestimates transmission through breast feeding.

The group, led by Philip Nieburg of the National Center for HIV, STD and TB Prevention in Atlanta, said that more than two million HIV-positive women will give birth this year; it is widely accepted that without treatment, 20 per cent of children will be infected. Another 14 to 21 per cent will contract the virus through breast feeding.

That means that as many as 816,000 children will become infected this year.

A European study released yesterday found that women treated with AZT should choose cesarean births. The risk of mother-to-child transmission fell to 2 per cent for cesarean births, compared with 11 per cent for vaginal births. When the babies were also treated with AZT, there was not a single HIV infection.

The key appears to be planning the surgery so the baby can be delivered before labour begins. That is because contractions burst membranes and expose the baby to infected blood; that exposure is even greater in the birth canal.

Nathan Shaffer, who headed the Thai study, said that cesareans are not necessarily appropriate in developing countries, where operating conditions are not always ideal and follow-up care is often minimal.

The 12th World AIDS Conference has attracted 12,700 participants to Geneva. When the gathering was last held, in 1996 in Vancouver, there were 20 million HIV-AIDS carriers worldwide. Today, there are 30 million, and with one new infection every five seconds, the number is expected to top 40 million before the millennium.

Rates of infection climbing for women

BY ANDRÉ PICARD
The Globe and Mail

GENEVA — Compared with a decade ago, gay men are forming a markedly smaller percentage of those testing positive for the AIDS virus, while the percentage of infected women is climbing steadily, according to data presented by Health Canada at the World AIDS Conference.

In 1996, 40 per cent of those testing positive were men having sex with men, down from 75 per cent in 1985. At the same time, those infected through heterosexual sex almost tripled, to 17.6 from 6.6 per cent in the same period. In 1996, women accounted for 21.5 per cent of new infections in Canada, up from 9.8 per cent in 1985.

A total of 40,346 HIV-positive tests were reported during the period studied, 15 per cent of them in the past two years alone.

Three out of four people with HIV-AIDS who have a job are taking drug cocktails, according to a group of Montreal researchers.

Still, only 14 per cent of infected people surveyed by the community group COCQ-SIDA are employed. Three times that number said they have a desire to work, but are prevented by their poor health and issues such as lack of day care.

AIDS education in schools is not working because it is too closely linked to the curriculum, a Montreal researcher says. Robert Bastien, who closely studied the approach of a typical secondary school, said students

"rationally have no choice but to give the right answers" rather than engage in honest dialogue, because teaching is usually linked to some form of evaluation.

As a result, a minority of teachers are experimenting with new approaches — drama, testimonials, round tables — to stimulate discussion, but these are generally not getting official support, Mr. Bastien said in a paper presented yesterday in Geneva.

People with HIV-AIDS are four to five times more likely to die if they take a two-drug cocktail rather than a three-drug cocktail, according to new research by the B.C. Centre for Excellence in HIV/AIDS.

The team, led by Robert Hogg, compared two groups; one received a cocktail of two antiretrovirals (including either d4T or 3TC), and the second group was given a cocktail of two antiretrovirals plus a protease inhibitor.

The median age of first sexual intercourse in the United States is 16.4 years, according to a national study of adolescents by the Centers for Disease Control and Prevention.

About 5 per cent of students initiated intercourse by age 12, 10 per cent by age 13, 17 per cent by age 14, 28 per cent by age 15, 43 per cent by age 16, and 59 per cent by age 17.

The CDC concluded that HIV-prevention programs should have, as one of their primary goals, the delaying of first intercourse, because more mature adolescents take fewer risks.

with another method during the "fertile days" (adding a barrier method). The implications of an accidental pregnancy must be considered. There are no side effects with these methods.

Coitus interruptus, with its failure rate of 20-27% cannot be considered a reliable method of birth control. It is an important method for couples who have no other option available at the time of intercourse.



TUBAL LIGATION AND VASECTOMY — These must be considered permanent methods of contraception. Counselling is very important, especially concerning reversibility. In Canada the rate of female sterilisation has been going down and the rate of vasectomy has been going up.

CHOOSING THE RIGHT CONTRACEPTIVE

With every new relationship a condom should be used.

Adolescent girls:

- Contraception should always be combined with use of a condom
- Oral contraceptives
- Injectable progesterone or subcutaneous progesterone if there is a problem with regular pill taking
- Condom and spermicide

Non smokers:

- Oral contraceptives
- IUD
- Condom and spermicide
- Barrier method and spermicide
- Progesterone only contraception
- Natural methods

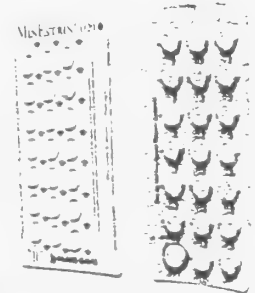
Women over the age of 35 who smoke:

- Progesterone-only contraception
- Barrier method
- Male condom and spermicide
- IUD
- Natural methods
- Permanent sterilisation

Breast feeding women:

- Progesterone-only contraception

- IUD
- Barrier methods
- Oral contraceptives
(4-6 weeks after breast feeding has been established)



Failure rates for selected contraceptive methods*

Method	Expected (Theoretical) Failure (%)	Reported Failure (%)
Chance (no contraceptive)	90	90
Withdrawal (coitus interruptus)	4	20-27
Fertility awareness	2-10	20
Spermicides	3	21
Contraceptive Sponge	9-10	18-28
Male condom	2	12
Female condom	3	18
Diaphragm and spermicide	3	18
Cervical cap	8-10	26-27
IUD	1-2	5-6
Oral contraceptive pill		
- combined	0.1	3
- progestin only	0.5	3
Norplant	0.1	0.1
Depo-Provera	0.3	0.3
Tubal ligation	0.2	0.5
Vasectomy	0.1	0.2

Dr. Carol McConnery is a Family Physician at the CLSC of Hull, Quebec, and a member of the Canadian Consensus on Contraception to be published by SOGC summer 1998.

*Based on results for the first year of use Adapted from *Nonprescription Drug Reference for Health Professionals*, Canadian Pharmaceutical Association, 1996.



TABLE 2. Univariate analysis of HIV* infection among female partners of infected men according to selected characteristics, Rio de Janeiro, 1990-1991

Variable	N	% HIV positive	OR*	95% CI*
Sexual practice				
Vaginal only	98	35	1.0	
Vaginal and oral	43	33	0.91	0.42-1.95
Vaginal and anal	16	69	4.14	1.33-12.90†
Vaginal and oral and anal	47	70	4.44	2.09-9.40†
Vaginal sex with condom				
Always	31	23	1.0	
Sometimes	22	36	1.96	0.58-6.57
Rarely	59	48	3.10	1.16-8.29†
Never	92	53	3.91	1.53-9.96†
Sexual contacts				
100+	71	61	2.63	1.46-4.73†
<100	133	37	1.0	
Other sexual partners				
1+	38	58	1.89	0.93-3.83
Only index case	166	42	1.0	
Sex during menses				
Yes	63	48	1.13	0.62-2.05
No	139	45	1.0	
Vaginal bleeding				
Yes	34	50	1.26	0.60-2.63
No	167	44	1.0	
Past STDs* ever				
Yes	58	50	1.32	0.72-2.43
No	146	43	1.0	
Oral contraceptive use				
Yes	152	49	2.01	1.04-3.88†
No	52	33	1.0	
Age of first intercourse (years)				
<19	95	52	1.64	0.94-2.85
19+	109	40	1.0	
Age began regular sex (years)				
<19	66	55	1.76	0.97-3.17
19+	138	41	1.0	
Past pregnancy ever				
Yes	173	46	1.36	0.62-2.98
No	31	39	1.0	
History of abortion ever				
Yes	79	50	1.71	0.74-3.96
No	32	38	1.0	
IC* clinical stage				
Asymptomatic	59	32	1.0	
AIDS*-related symptoms	22	41	1.46	0.53-4.00
AIDS	123	52	2.28	1.19-4.38†
IC risk group				
Hemophiliac/transfusion	21	29	1.0	
Bisexual	96	42	1.79	0.58-5.69
IDU*	32	50	2.50	0.67-9.59
Other	37	57	3.28	0.91-12.23

Table continues

By NANCY DELBART
The Spectator

Four years ago, Kathleen Boylan got a call from her doctor telling her she'd had an abnormal pap smear. Seven more pap tests and one year later, Boylan, a 26-year-old high school teacher, found out she had carcinoma in situ — high grade cervical lesions one step from cervical cancer.

It was caused by a sexually transmitted disease she'd never even heard of — human papilloma virus (HPV).

"I was completely blown away. It was like what the hell is this thing?" Boylan's situation — and her reaction — is hardly uncommon.

Although the prevalence of HPV in Canada has yet to be studied, most experts agree it likely mirrors the U.S., where 40 per cent of sexually active women are infected with the virus.

"It's very common and is passed along sooner or later in up to 80 per cent of folks (men and women) if they are sexually active," says Dr. John Sellers, professor of family medicine and clinical epidemiology at McMaster University.

And HPV is not just any virus. Researchers now know it causes 95 per cent of cancers of the cervix (the neck of the womb).

To make matters worse, it's extremely virulent, spread skin to skin, through sexual contact. Researchers estimate two thirds of people exposed to the virus will catch it. A recent U.S. study of young college women found 20 per cent contracted HPV in their first year at school. By third year, 40 per cent of the women were infected.

HPV is so contagious, it has become the most common sexually transmitted disease in North America. But it is different than other STDs because there is no way to either prevent or cure infection.

In 1995, 40,000 Ontario women were diagnosed as having pre-cancerous cervical changes like Boylan's.

Cervical cancer is one of the top four cancers that kill women worldwide, behind breast, lung and stomach cancer, and is the second most common cause of cancer in women around the globe.

Frustrating

It is unique among cancers for a number of reasons. It is the first cancer proven to be caused by a viral infection; genes don't play a part; it can affect any sexually active woman; and it is one of the most preventable cancers, because regular pap tests can detect very early changes.

Cervical cancer takes about 20 years to develop, so in most cases it can be spotted and cured.

But it's a frustrating disease for both doctors and patients, simply because there are so many unknowns about its precursor, HPV.

Almost all women with cervical cancer have HPV, but only a small percentage of women with HPV develop cervical cancer. And not all people exposed to HPV get the virus. Some get it, but never show warts or pre-cancerous cervical changes. Some women have cervical lesions that go away on their own, with no treatment. And in a few women, the disease can progress to cancer very quickly.

HPV can lead to genital warts, vaginal, cervical and penile lesions, superficial cancer and invasive cervical cancer. It's a sneaky virus because it



The only way to protect yourself as a woman is to go for regular pap smears."

The problem is, not enough women do. Regular pap smears sound logical, but many Canadian women, especially older and rural women, simply don't do it. And 90 per cent of deaths from cervical cancer occur in women over 35. In Ontario, 13 per cent of women have never had a pap smear.

"The people who are most at risk don't get smears regularly," says Dr. Richard Stopps, a Hamilton gynecologist who has been treating HPV women since 1974. Stopps was one of the first gynecologists in the area to perform colposcopies, a procedure that magnifies the cervix to diagnose microscopic pre-cancerous changes.

"I think a huge number of people have this virus and have no clue," says Stopps.

A 1997 American survey of 1,000 women over 18 found almost 40 per cent had not gone for a pap smear in the last year, even though most were aware of the importance of doing so. The most common reasons were dislike of physicians, lack of time, being too old, and fear of results.

Finding out you've had an abnormal pap smear is stressful for most women. For many, it's a disconcerting feeling knowing they may have a life-long infection that can be easily passed to partners, that could be passed onto their babies during birth, that may go away and come back, and that could set them off on the road to cancer.

But hearing that it's caused by a sexually transmitted virus adds a whole other dimension to the news. Since one of the risk factors is having had more than one sexual partner, value judgments often creep into the picture, says Lytwyn.

"You say multiple partners and all of a sudden people think promiscuity. Unfortunately, especially in relation to women."

Increased risk

But Lytwyn and Stopps see HPV as just another infectious disease — that just happens to be genital. "They are part of everyday life, and because this is a sexual disease it has a horrible connotation. And it shouldn't, because sex is part of life," Lytwyn says.

Sex with multiple partners means over a lifetime you'll increase your chance of bumping up against HPV, especially if one in two adults has it. And it's so contagious, one infected partner may be all it takes.

"Four or more partners statistically raises your risk, but not because sex with four partners causes HPV or cervical cancer," Stopps says. "But because sooner or later you'll get unlucky with someone who has it (HPV)."

Boylan, for example, became sexually active at 23, and had only had two sexual partners by the time she had an abnormal pap smear. She also has a friend with CIN who had used a condom every single time she'd had sex, thinking she'd been responsible and had been protecting herself.

Stopps, who does 15 colposcopies a week on women who've had abnormal smears, says most of his patients have practiced serial monogamy — if half of women are sexually active by 18, and women are marrying later, it's not hard to believe that at 30 someone has had more than four sexual partners.

Stopps feels HPV messes more with people's minds than their bodies. "I tell my patients, half the world probably has this. At least now you

...cervical cancer. From 1980 to 1990, you can ever get rid of HPV — even if your pap smears return to normal, the virus could be latent, hiding inside cells, ready to rear its ugly head again. And they don't know how people can protect against it, save for abstaining from sex for the rest of their lives.

To further complicate things, there are 70 different kinds of HPV. Some are perfectly benign, causing ordinary warts on hands and feet. About 25 are genital strains, and of those, 14 are currently associated with cervical cancer. Two, HPV 16 and 18, are considered the most dangerous. But right now, if you're diagnosed with HPV after an abnormal pap smear, your doctor can't tell you which strain you have, so treatment is a bit of a guessing game.

Stakes are higher

Your doctor will take a cue from just how abnormal your cells have become. Pre-cancerous changes fall into three categories: Cervical intraepithelial neoplasia 1, or mild dysplasia; CIN2; or CIN3. After that, there are four stages of actual cervical cancer. Doctors are most concerned if you have CIN2 and CIN3, classified as high grade cervical lesions.

Sellers, who is also co-director of the Hamilton STD Clinic at Hamilton General Hospital, says if a group of women with CIN3 was left untreated, in 10 years half of them would develop invasive cervical cancer. There is usually still time to stave off actual cancer, but every woman's body is different and the stakes are higher.

"That's a no-brainer, so we treat women with high grade lesions," Sellers says. But there is a debate about how best to treat women with low grade abnormal changes, or CIN1. Many doctors simply decide to watch and wait: Have the women come in every six months for two years and monitor her cervix carefully. "There's a high chance it will regress on its own," says Sellers. "The immune system will kick in and it will disappear."

If the dysplasia persists after two years, the woman would then undergo a procedure to freeze, cut out, or burn off the abnormal cells. But it's an imperfect system. Pap smears are sometimes faulty. Some gynecologists treat CIN1 aggressively right away, perhaps unnecessarily. And like Boylan, 20 per cent of women with a low grade abnormality on the surface actually have a high grade lesion hiding underneath. And although most women with CIN1 never go on to develop cancer, "we don't know which will," says Dr. Alice Lytwyn, a pathologist at Women's College Hospital in Toronto, who researches HPV and cervical cancer.

Traditional pap tests can't pinpoint the strain. DNA technology is available to test what strain of HPV a woman has, but so far it's new and is only being tested in some areas of Ontario. Lytwyn and Sellers say it doesn't make sense to test everyone yet because the DNA tests are so new they may not always be accurate, and even if a woman tests positive for a certain strain, what can a doctor then do for her?

"We're missing pieces of the puzzle so it would be premature to suggest everyone get tested to see what strain they have," says Lytwyn.

But Boylan thinks it's a good idea and says it would ultimately reduce health care costs. "You would only treat women with the bad strains. Right now, a number of women are being overtested," she says. "Doctors err on the side of caution."

Cancer's Wildfire

HPV is a rampant sexual disease linked to serious cervical problems, yet hardly anybody has heard of it

And, Boylan says, the knowledge that she has HPV 16 or 18 might give a woman the chance to fight off the infection by changing her diet and lifestyle to help boost her immune system.

Sellers and Lytwyn agree a strain-identifying test could be beneficial for women with CIN1. There are co-factors that along with HPV can increase your chances of getting cervical cancer: Having sex before age 18; having had a history of multiple sexual partners; having a partner who has had multiple partners or who has HPV; taking immunosuppressive drugs for other medical conditions; and smoking.

And there is some evidence that long term use of oral contraceptives may also increase the risk of cervical cancer. Results of a study conducted by the U.S. National Cancer Institute and other cancer centres support a relationship between extended use of the pill (five or more years) and a slightly increased risk of cervical cancer.

The exact nature of the association remains unclear, however. One possibility is that the pill may act together with HPV in the development of cervical cancer.

Some studies have shown a woman's nutrition may play a role in keeping her cervix healthy. Beta carotene, possibly vitamins C and E, and folate have all been associated with reduced risk for cervical cancer. Beta carotene is thought to boost the immune system, and a folate deficiency may help HPV invade cervical cells.

There is a vaccine being developed that may help protect against HPV. "Cervical cancer might be a vaccine-preventable disease. That's exciting," says Sellers. "That could have a huge impact, you could wipe it out."

Lytwyn and Sellers say the vaccine is five to 10

HPV AND CERVICAL CANCER STATS

- It's estimated that four million Canadian women have a Pap test each year. About 200,000 show abnormal cells. In 1995, 40,000 Ontario women were diagnosed with pre-cancerous cervical changes.
- Approximately 1,300 Canadian women are expected to be diagnosed with cervical cancer this year, and 350 women will likely die from the disease.
- In Ontario, three women die from cervical cancer every week.
- In Canada, four decades of screening for pre-cancerous changes have led to a 50-per cent decrease in the incidence of invasive cervical cancer and its reduction from first to 10th place among the most common cancers in women. Cervical cancer dropped from 10.5 cases per 100,000 women in 1990 to 8.3 cases in 1995.
- Fewer Canadian women are dying of cervical cancer. In 1993, 23.7 Canadian women per 100,000 died from the disease. That figure dropped to 2.7 by 1994.

years away, but it's very promising. "It will cover the common strains and I think it may get rid of at least 85 per cent of the problem," says Lytwyn.

But for now, as far as protecting yourself against HPV, condoms don't cut it. They're a good idea because they will help protect you from other STDs, says Lytwyn, and they may help cut some of the risk of contracting HPV, but because the virus is passed skin-to-skin (unlike HIV and other STDs like chlamydia) a condom doesn't guarantee much protection.

"There isn't any way to protect yourself," says Lytwyn. "You cannot protect yourself from life."

"So he can't lie something with him," says Dr. J. In October, Boylan started a support and advocacy group for HPV called Canadian Citizens For Awareness And Support. The group has 14 members, all of whom have been diagnosed with HPV and pre-cancerous cervical changes.

Boylan says she and most of the women in her group never knew about HPV until they'd had an abnormal pap, not to mention its link to cervical cancer. She feels women haven't been educated enough about HPV, its link to cervical cancer, and the importance of pap smears.

"As a patient I couldn't get much information, even from my doctors."

Assessment study

Boylan is a high school teacher, and after her diagnosis she looked into Ontario's sex education guidelines. HPV education isn't there.

And she's frustrated Health Canada is not even tracking the incidence of abnormal Pap smears in Canadian women.

Sellers says a study is now under way to assess the prevalence of HPV infection in Ontario, and Boylan, he, and a number of other medical professionals are working on a proposal to survey Toronto-area high school students to figure out how much they know about pap smears and HPV.

"It's not like we were trying to keep this thing a secret," says Sellers. "We've just figured it out ourselves."

Sellers says the virus is extremely difficult to grow in the lab, and that has held up the medical community's understanding of HPV and its connection to abnormal pap smears and cervical cancer. It took recent advances in DNA technology — similar to what is now used in court cases — to prove the link.

"It's only been in the last three years that the link was finally accepted as causative... and there's been a sudden revolution in our understanding of what HPV is doing. It's now one of the hottest topics in medical journals."

But there are more questions than answers about HPV. Doctors and patients alike say there must be more research. "Not everybody who has the virus gets pre-cancerous changes, so some thing else is happening that is the trigger factor and we don't know what that is," says Sloppy.

Recent research has pointed in the direction of the immune system. Boylan believes it's probably true in her case "I don't smoke, I don't take oral contraceptives, I didn't have sex before 18, I only had two partners, so I may have a system that's vulnerable to this."

Sloppy feels the research should focus on identifying strains, who is most at risk, and finding more sensitive ways of detecting the virus early. "The abnormal pap smear is the end of the infection process."

Boylan would like to see research into a spermicide that could kill HPV and sperm, and also see awareness programs targeted at teens, older women and new Canadians.

"Women aren't to blame for this. It's a societal problem and there's lots of opportunity to change things," says Boylan.

But today, with teens becoming sexually active earlier and having more partners than in the past, Boylan worries about the future.

"Unless we do something about this, what will the cervical cancer numbers look like when those girls are 35?"

6-15

RECOMMENDATIONS REGARDING SEXUAL HEALTH EDUCATION PROGRAMS

April 08, 1999

It is recommended that the Hamilton-Wentworth District School Board consider the policy which was employed by U.S. Congress in 1996. (Personal Responsibility and Work Opportunity Reconciliation Act of 1996, Section 912) The Congress set aside funding to be allocated **only** to abstinence programs that :

- has as its exclusive purpose teaching the social, psychological and health gains to be realized by abstaining from sexual activity;
 - teaches that abstinence from sexual activity outside marriage is the **expected** standard for all school-age children;
 - teaches that abstinence from sexual activity is the **only** certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems;
 - teaches that a mutually faithful monogamous relationship in context of marriage is the **expected** standard of human sexual activity;
 - teaches that sexually activity outside of the context of marriage is likely to have harmful psychological and physical effects;
 - teaches that bearing children out of wedlock is likely to have harmful consequences for the child, the child's parents, and society;
 - teaches young people how to reject sexual advances and how alcohol and drug use increase vulnerability to sexual advances; and
 - teaches the importance of attaining self-sufficiency before engaging in sexual activity
- * These recommendations can be fulfilled in conjunction with The Ontario Curriculum, Grades 1-8, Health and Education, 1998, page 19;

Specific Expectations

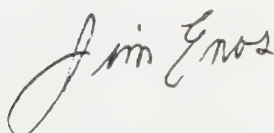
Students will:

Growth and Development

explain the importance of abstinence as a positive choice for adolescents

- * These recommendations should be reinforced (in greater depth) through grades 9-12

Respectfully Submitted



Jim Enos

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A C T I O N I T E M S

EDUCATION COMMITTEE
1999 04 08

1999 04 08

#7

TO: Merv Matier, Director of Education
FROM: P. Gillie, Superintendent of Education
RE: Safe Arrivals Policy

RECOMMENDATION:

1. Moved by _____, seconded by _____ that,
the draft policy for Safe Arrivals go to the Joint Advisory Committee.

RATIONALE:

- The Ministry of Education and Training issued Policy/Program Memorandum 123 - Safe Arrivals in February. The Memorandum requests school boards to develop a policy statement applying to each elementary school for the development and implementation of a Safe-Arrival Program. (Appendix A)
- The suggestion in the Memorandum from the Ministry is to issue the policy statement by May 31 and have a Safe Arrivals program in place (implemented by October 1999) in each elementary school for next school year.
- An informal survey of schools in the Hamilton-Wentworth District School Board indicates that most if not all elementary schools already have a safe arrival practice in place. The policy information issued by the Ministry will serve as a tool to review the state of the programs in place in the District.
- A draft policy statement for a safe arrival along with operating procedures has been developed for circulation in order to invite input before a final policy is approved. (Appendix B)
- The suggested timeline is:

March 1999	Provide Principals with preliminary information in order to invite input
April 1999	Report to Education Committee and Board with recommendation to JAC Convene Committee to review input (<i>Trustee Representation is requested</i>) Gather input from schools (Appendix C and D)
May 1999	Revise draft policy based on input and present <u>policy statement</u> only to Board for approval Continue to revise Operating Procedure based on input
June 1999	Present complete policy with operating procedure to Board for approval Circulate to schools for implementation in September
Fall 1999	Develop additional support materials for the program
Winter 1999	Review status of policy implementation as part of Safe Schools Review

ATTACHMENTS :

APPENDIX A Policy/Program Memorandum 123 - Safe Arrivals
APPENDIX B Draft Policy Statement and Operating Procedure
APPENDIX C Notice to Principals and invitation for input
APPENDIX D Safe Arrival Program Policy Development Input Form

Committee Representation

Superintendent of Education
Principals and Vice-Principals
Trustee
Public Relations
School Council
Home and School

7-1

**Policy/Program
Memorandum
No. 123****Date of Issue:** February 2, 1999**Effective:** Until revoked or modified**Subject:** SAFE ARRIVALS**Application:** Chairs of District School Boards and School Authorities
Directors of Education
Secretaries of School Authorities
Director of Provincial Schools Branch
Principals of Schools**Purpose**

A safe-arrival program is a system of procedures which are performed together with daily school attendance taking. Parents and guardians are responsible for their children's safety. Safe-arrival programs are a mechanism that parents and schools can use to account for any pupil's unexplained failure to arrive at school.

While recognizing that many exemplary programs are currently in place, this memorandum seeks to encourage safe-arrival programs in all elementary schools in Ontario. It suggests the exercise of local discretion in the design and implementation of the programs in order to take into account the unique circumstances of every school. Such unique circumstances may include, but are not limited to, the number of staff available to implement policies, the size of the student body, and the age of the pupils, as well as the geographic conditions in the vicinity of the school, the kind of transportation used by pupils to travel to school, and the communication methods available in the area.

This policy/program memorandum is not intended to alter the law as it exists with respect to any duty of care or standard of care of school boards, school authorities, directors of education, principals, teachers, Director of Provincial Schools Branch, or other officials and staff.

Policy and Objectives

In order to promote the safety of our pupils, each district school board, each school authority, and the Provincial Schools Branch are requested to develop a policy statement applying to each elementary school within their jurisdiction for the development and implementation of a safe-arrival program. It is suggested that the policy statement be issued by May 31, 1999, for schools to begin implementation of a program at the start of the 1999-2000 school year with full implementation by the end of October 1999.

This policy is intended to provide that:

- all elementary schools have procedures in place that are conducted in conjunction with daily school attendance-taking procedures and that aim to account for any pupil's unexplained failure to arrive at school through reasonable efforts to make timely contact with parents, guardians, or caregivers;
- safe-arrival programs are developed and implemented by schools with advice from school councils, band councils, parents, volunteers, and other community members;

- the design of specific procedures reflects local needs and the particular circumstances of the school and the community;
- schools, parents, school councils, band councils, and communities work cooperatively for the successful development and implementation of safe-arrival programs;
- safe-arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency, and economy.

Guidance on the Design of Safe-Arrival Programs

It is suggested that safe-arrival programs be designed to reflect the following characteristics with respect to program delivery and information and communications. The following characteristics are intended to provide guidance in the design of any safe-arrival programs that are developed.

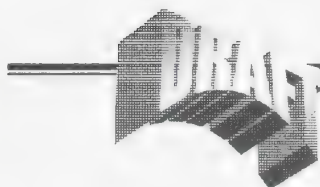
Program Delivery

- The program should be delivered in a manner that complements other school and community safety programs and initiatives.
- The roles and responsibilities of parents, pupils, the school, school councils, volunteers, and others should be clearly identified and documented, and broadly communicated to all those who have an interest in safe-arrival programs.
- The roles and responsibilities of parents and guardians, at a minimum, could be defined as involving the following:
 - Parents and guardians are responsible for their children's safety. Safe-arrival programs are a mechanism that parents and schools can use to account for any pupil's unexplained failure to arrive at school;
 - Parents, guardians, and caregivers are responsible for communicating planned pupil absences or lateness to the school on a timely basis. Their reports could be reconciled with information obtained through classroom attendance-taking procedures to identify any unexplained absences that require prompt follow-up contacts;
 - Parents, guardians, and caregivers are responsible for providing the school with complete and current emergency information to enable the school to make any necessary follow-up contacts.
- Programs should take into account both normal, recurring circumstances and unusual events and conditions. For example, regular procedures could be modified on days when pupils are likely to arrive late because of inclement weather or bus cancellations.
- Programs should take into account that a language other than the language of instruction may be used in the absent pupil's home.
- Programs should specify the steps that are to be taken when a follow-up contact cannot reasonably be made.
- Individuals involved in delivering the safe-arrival program should receive appropriate training and supervision.
- Programs should be reviewed periodically to confirm their effectiveness.
- Parents and volunteers can make a tremendous contribution to the delivery of these programs. Efforts should be made to develop this potential and to enlist the aid of parents and volunteers to help reduce demands on the time of school administrative staff.

Information and Communications

- Information about the scope and features of the school's safe-arrival program, and about the roles and responsibilities of all interested parties, should be communicated clearly and effectively by the principal to school staff, parents, guardians, caregivers, pupils, school councils, and all volunteers and others in the community who have an interest in the matter.
- There should be a reliable method for parents, guardians, and caregivers to communicate planned pupil absences or lateness to the school on a timely basis, particularly outside school hours. For example, a voice-messaging system and, if appropriate, a telephone device for the deaf (TTY/TDD) may have to be installed.
- A reliable system of documenting key information could be developed and maintained. Subject to the *Municipal Freedom of Information and Protection of Privacy Act*, key information could include:
 - a log of calls from parents or others who report absences or lateness;
 - names and current telephone numbers, in order of priority, of parents, guardians, caregivers, or other individuals to be notified in case of an unexplained pupil absence;
 - parental consent for school staff and/or volunteers to make these contacts, in accordance with the requirements of the *Municipal Freedom of Information and Protection of Privacy Act*;
 - a log of actions taken by school staff in accordance with the provisions of the safe-arrival program.

[Français](#)[Home Page](#)[Search](#)

**SAFE ARRIVALS**

Date Approved: 00/00

Projected Review Date: 00/00

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board for all elementary schools to develop and implement a safe-arrival program as part of the daily procedure of school attendance-taking.

Responsibility: Superintendents of Education.

PURPOSE:

A safe-arrival program is a system of procedures which are performed together with daily school attendance taking. Parents and guardians are responsible for their children's safety. Safe-arrival programs are a mechanism that parents and schools can use to account for any pupil's unexplained failure to arrive at school through reasonable efforts to make timely contact with parents, guardians, or caregivers.

OPERATING PROCEDURES:**1.0 DESIGN :**

- 1.1 Safe-arrival programs are to be developed and implemented by schools with advice from school councils, parents, volunteers, and other community members.
- 1.2 The design of specific procedures should reflect local needs and the particular circumstances of the school and the community.
- 1.3 The roles and responsibilities of parents, pupils, the school, school councils, volunteers, and others should be clearly identified and documented, and broadly communicated to all those who have an interest in safe-arrival programs.
- 1.4 Safe-arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency and economy.

2.0 IMPLEMENTATION:

- 2.1 The program should be delivered in a manner that complements other school and community safety programs and initiatives.

- 2.2 Information about the scope and features of the school's safe-arrival program, and about the roles and responsibilities of all interested parties, should be communicated clearly and effectively by the principal to school staff, parents, guardians, caregivers, pupils, school councils, and all volunteers and others in the community who have an interest in the matter.
- 2.3 Individuals involved in delivering the safe-arrival program should receive appropriate training and supervision.
- 2.4 There should be a reliable method for parents, guardians, and caregivers to communicate planned pupil absences or lateness to the school on a timely basis, particularly outside school hours. For example, a voice-messaging system and, if appropriate, a telephone device for the deaf (TTY/TDD) may have to be installed.
- 2.5 Programs should take into account both normal, recurring circumstances and unusual events and conditions. For example, regular procedures could be modified on days when pupils are likely to arrive late because of inclement weather or bus cancellations.
- 2.6 Programs should take into account that a language other than the language of instruction may be used in the absent pupil's home.
- 2.7 Programs should specify the steps that are to be taken when a follow-up contact cannot reasonably be made.
- 2.8 A reliable system of documenting key information should be developed and maintained. Subject to the Municipal Freedom of Information and Protection of Privacy Act. Key information could include:
- a log of calls from parents or others who report absences or lateness;
 - names and current telephone numbers, in order of priority, of parents, guardians, caregivers, or other individuals to be notified in case of an unexplained pupil absence
 - parental consent for school staff and/or volunteers to make these contacts, in accordance with the requirements of the Municipal Freedom of Information and Protection of Privacy Act
 - a log of actions taken by school staff in accordance with the provisions of the safe-arrival program.

3.0 REVIEW

- 3.1 Programs should be reviewed periodically to confirm their effectiveness.

4.0 RESPONSIBILITIES

- 4.1 Parents, and guardians are responsible for their children's safety. Parents, guardians, and caregivers are responsible for communicating planned pupil absences or lateness to the school on a timely basis. Parents, guardians, and caregivers are responsible for providing the school with complete and current emergency information to enable the school to make any necessary follow-up contacts.
- 4.2 Principals are responsible to ensure that the attendance of pupils for every school day is recorded. Principals are responsible for developing, implementing and communicating a safe arrival program.
- 4.3 School Councils are responsible for providing advice on the Safe Arrival Program.
- 4.4 Teachers are responsible, under the direction of the Principal, to carry out supervisory duties assigned by the Principal for recording pupil attendance.
- 4.5 Volunteers are responsible for participating in training for the program and in protecting the confidentiality of information used in the program.

5.0 ATTENDANCE :

- 5.1 Every child of compulsory school age shall attend school on every school day unless excused from attendance.
- 5.2 The parent or guardian of a child who is required to attend school shall cause the child to attend.
- 5.3 A pupil shall attend classes punctually and regularly.
- 5.4 When a pupil returns to school after an absence, a parent of the pupil shall give the reason for the absence orally or in writing as the principal requires.
- 5.5 Attendance will be taken and recorded each day by the teacher, at the beginning of classes in the morning and in the afternoon.
- 5.6 The names of students who are absent shall be reported to the office each day at the beginning of classes in the morning and in the afternoon. Reasons for absence, where known shall be reported.
- 5.7 Unexplained absences of students shall be followed up in accordance with the School Safe Arrival program.

Relevant Legislation:

- Policy/Program Memorandum No. 123 issued February 2, 1999
- Education Act
 - Section 21 (1) Compulsory Attendance
 - Section 21 (2) where attendance excused
 - Section 21 (5) duty of parent to cause child to attend school
 - Section 23 (1) d duty of pupil to attend classes
 - Section 265 (c) duties of principal to register pupils and record attendance
- Regulation 298 Section 20 duties of teachers (b) carry out the supervisory duties assigned by the Principal
- Municipal Freedom of Information and Protection of Privacy Act
 - Section 31 Use of Personal Information

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, Hamilton, Ontario, L8N 3L1

(905) 527-5092 , Extension 2347

1999 03 24

TO: ELEMENTARY SCHOOL PRINCIPALS AND VICE-PRINCIPALS
RE: SAFE ARRIVALS POLICY
FROM: Pat Gillie, Superintendent of Education

1. The Ministry of Education and Training issued Program/Policy Memorandum 123 - Safe Arrivals in February. The Memorandum requires school boards to develop a policy statement applying to each elementary school for the development and implementation of a Safe-Arrivals Program. (attached)
2. The intent is to have a Safe Arrivals program in place in each elementary school for next school year.
3. An informal survey of schools in the Hamilton-Wentworth District School Board indicates that most if not all elementary schools already have a safe arrival practice in place.
4. Provided is a draft policy statement for a safe arrival along with operating procedures.
5. Principals are asked to review with Staff, School Council, and Parents their current school practice against the Ministry Memorandum and the draft proposed policy for the Board.
6. Principals are invited to submit comments about the proposed policy along with recommended changes by April 23 . Use the SAFE ARRIVAL PROGRAM POLICY DEVELOPMENT INPUT FORM provided.
7. Principals are asked to submit to their Superintendent of Education a copy of their current school practice for safe arrival. (bring to the April Cluster Meeting)
8. Principals are advised to plan for changes in their school practice in line with Memorandum No. 123 and the pending Board Policy.
9. A Safe Arrivals Committee will be convened to review the input to the proposed policy and prepare any additional materials identified as necessary for implementation.

Committee Representation

Superintendent of Education
Principal or Vice-Principal (1 per cluster)
Trustee
Public Relations
School Council
Home and School

10. Forward input and comment about the policy **by APRIL 23, 1999** to :

Pat Gillie
Superintendent of Education
Education Centre - 4th floor

7-8

SAFE ARRIVAL PROGRAM POLICY DEVELOPMENT INPUT

Individuals providing input or comment should feel free to copy the draft and write directly on the copy. The following form is intended to gather general input about the policy development and implementation. A section at the end asks for input about materials or equipment that may be required on a system basis to implement the program.

SCHOOL:	PRINCIPAL:
SECTION	COMMENT - INPUT
POLICY STATEMENT The statement is okay as printed <input type="checkbox"/>	Suggested changes to the statement: See attached <input type="checkbox"/> See back <input type="checkbox"/>
DESIGN The four components are sufficient to describe the design of the program <input type="checkbox"/>	The following should be added: See attached <input type="checkbox"/> See back <input type="checkbox"/>
IMPLEMENTATION There is enough direction to assist in developing a program at my school . <input type="checkbox"/> More specific direction is needed . <input type="checkbox"/>	The following should be added: See attached <input type="checkbox"/> See back <input type="checkbox"/>
REVIEW More direction on the review process is needed. <input type="checkbox"/>	The following should be added: See attached <input type="checkbox"/> See back <input type="checkbox"/>

7-9
SAFE ARRIVAL PROGRAM POLICY DEVELOPMENT INPUT

APPENDIX D

SCHOOL:	PRINCIPAL:
SECTION	COMMENT - INPUT
RESPONSIBILITIES The section includes those who are directly responsible for the program at the school. <input type="checkbox"/> Not all people with responsibilities are outlined <input type="checkbox"/>	The following should be added: <div style="text-align: right;">See attached <input type="checkbox"/> See back <input type="checkbox"/></div>
ATTENDANCE This section covers the issues about attendance that relate to safe arrival <input type="checkbox"/>	The following should be added: <div style="text-align: right;">See attached <input type="checkbox"/> See back <input type="checkbox"/></div>
MATERIALS REQUIRED No additional information or materials are needed in order to implement the policy in my school. <input type="checkbox"/> A resource package of program information from other schools in the District would be helpful for the review process. <input type="checkbox"/>	Material or information about is needed: (indicate items below) <div style="text-align: right;">See attached <input type="checkbox"/> See back <input type="checkbox"/></div>
EQUIPMENT REQUIRED No equipment is needed at my school in order to carry out the program. <input type="checkbox"/> Our school needs to purchase (indicate the item(s)) _____ _____ _____ _____ We are able to budget for the purchase. <div style="display: flex; justify-content: space-between;"> YES <input type="checkbox"/> NO <input type="checkbox"/> </div>	Details about the following equipment is needed. <div style="text-align: right;">See attached <input type="checkbox"/> See back <input type="checkbox"/></div>

FEEL FREE TO PROVIDE ADDITIONAL COMMENTS ON THE BACK OR TO ATTACH INFORMATION.

RETURN BY APRIL 23 TO PAT GILLIE, SUPERINTENDENT OF EDUCATION, EDUCATION CENTRE 4TH Floor

#8

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education

Date: March 31, 1999

Re: **IMPLEMENTATION OF THE ONTARIO CURRICULUM 1998-1999**

RECOMMENDED ACTION:

Moved by _____ that the Ontario Curriculum Implementation: In-Service Initiatives 1998-99 report be received for information.
--

The Ontario Curriculum consists of seven documents. Two documents - Language and Mathematics - were released in June of 1997. The other five documents in Science and Technology, the Arts, Social Studies, History and Geography, French as a Second Language, and Health and Physical Education were released between April and August of 1998.

The Ontario Curriculum is the mandatory curriculum for all students in Ontario, including exceptional students, and it provides challenging grade specific expectations that effectively compact the former *Common Curriculum* of Grades 1 - 9 into eight years. Expectations describe the knowledge and skills students are required to demonstrate. Each document also contains four levels of achievement, with Level 3 being the standard for the grade. Teachers report on student demonstration of the Ontario Curriculum expectations through the mandated Provincial Report Card. The E.Q.A.O. assessments at Grade 3 and at Grade 6 are based upon the Language and Mathematics expectations of the Ontario Curriculum.

Developing plans to implement such massive curriculum change in a short period of time has been extremely challenging. The Ontario Curriculum team has been assisted in its work by the suggestions of many groups such as the Ontario Curriculum Work Team from the Curriculum Processes Transition Committee, the Science and Technology Board Implementation Team consisting of teachers, principals, consultants and school council members, and writing teams of teachers and administrators.

The Ontario Curriculum team of consultants and special assignment teachers is pleased to provide this report on the progress in the implementation of the Ontario Curriculum in Grades 1 - 8 for the 1998-99 school year. This report is not meant to be a comprehensive examination of the scope of the work of the curriculum consultants and special assignment teachers, but rather an overview of the in-service opportunities which have been provided for teachers and administrators to date during this school year to provide the basis for change and improvement in curriculum delivery, instruction and assessment in a coherent and supportive manner. The team is currently consulting with administrators and teachers to determine the Ontario Curriculum in-service plan for the 1999-2000 school year in light of school and system needs and Ministry directions.

*Ontario Curriculum Implementation
In-Service Initiatives
1998-99*



Hamilton-Wentworth District School Board

ONTARIO CURRICULUM DIRECTIONS: 1998-99

EXCELLENCE IN STUDENT PERFORMANCE AND IN INSTRUCTIONAL PRACTICE

FOCUS: PLANNING AND ASSESSMENT (Aligning curriculum, instruction and assessment)

DEVELOPING TEACHER SKILLS IN:

- planning an expectations-based curriculum
- assessing student performance of the expectations appropriately
- designing and delivering instruction to maximize student achievement of the expectations (including program modifications)

In order to provide an "umbrella" approach for teachers to use with all seven Ontario Curriculum documents, the Expectations-based Planning and Assessment Guide was created and in-serviced through a train-the-trainer model in November and December of 1998. This document highlights the link between the expectations and assessment that exist in all the components of the Ontario Curriculum and provides models for planning units and themes on a subject specific or integrated basis.

A team consisting of the administrator and two teachers from each of the 117 elementary sites in the system was provided with full-day in-service including opportunities to plan the anticipated school-based delivery. Schools were provided with the document (in print and on disk), a package of blackline masters for school level in-service, and an edited video of the in-service session.

INTENSIVE IN-SERVICE INITIATIVES:

- Science and Technology - Year 1
- Mathematics - Year 2

Since the Ministry is suggesting that 65% of the instructional timetable should be Language, Mathematics and Science and Technology, and the Mathematics and Science and Technology curricula demand significant change in instructional approach and assessment techniques on the part of teachers, there was a need to target these areas for intensive in-service.

For both of these subject areas the Hamilton Wentworth District School Board has entered into a partnership agreement with the Peel District Board of Education to write curriculum and support materials for teachers. By combining our human and material resources in a joint curriculum effort, each board benefits and materials of extremely high quality are provided to assist teachers in the implementation process.

AWARENESS-LEVEL IN-SERVICE INITIATIVES:

- Core French, Grades 4 - 8 - Year 1
- The Arts - Year 1
- Health and Physical Education - Year 1
- Social Studies, History and Geography - Year 1

Despite the decision to focus on one or two of the documents, there was still a need to provide general awareness level in-service and supports in the other four new curricula received in 1998.

CONTINUING SUPPORT/IMPLEMENTATION INITIATIVES:

- Language - Year 2

Implementation of this document was enhanced with the Board's participation in two Ministry projects developing exemplars in Writing and Reading for Grades 1 - 8.

Year 1 - documents with a 1998 release date

Year 2 - documents with a 1997 release date

Implementation is a **multi-year** process of various stages from awareness through to full implementation and consolidation.

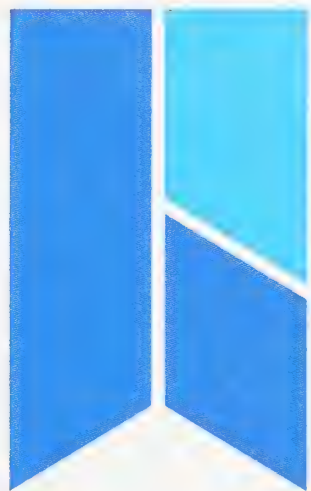
During the 1998-99 school year, the focus has been on mandatory and intensive in-service through a Train-the-Trainer model for school teams on the following:

- ✓ Planning and Assessment for an Expectations-Based Curriculum (an "umbrella" approach for helping teachers navigate through the new Ontario Curriculum documents, planning and assessing in consistent ways)
- ✓ Science and Technology
- ✓ Mathematics

Awareness-level in-service has been offered for all other documents.

Placeholder for Foldout.

Insert to Be Photographed at
a Later Date.



**Hamilton
Public
Library**

To View This Foldout
Material in Person, Please
Contact Hamilton Public
Library **<http://www.hpl.ca>**

SCIENCE AND TECHNOLOGY

CURRICULUM SUPPORT:

Mary Jean Tyczynski	Ontario Curriculum Consultant - Science and Technology/ Social Studies, History and Geography
Joyce Whittle	Special Assignment Teacher - Science and Technology Project Manager for the Hamilton Wentworth Peel Science and Technology modules
Joanne Languay	Ontario Curriculum Consultant - Mathematics/ Science and Technology

AWARENESS-LEVEL IN-SERVICE

The Board Science and Technology Implementation Team planned and presented the in-service through a Train-the-Trainer model. Intensive level Science and Technology Awareness in-service in January 1999 included:

- free exploration
- fair testing for primary, junior and intermediate divisions
- the processes of scientific inquiry and technological design
- resources including Internet sites and software
- Science and Technology Handbook of Terms
- links to Information Technology and Environmental Education through members of the Information Technology Team and the Environmental/Outdoor Education Consultant respectively

250 teachers and 97 administrators were in attendance over the 8 full-day sessions offered. In addition to the blackline masters, and resource materials, each school received an edited video of the in-service highlighting the main parts of the presentation to assist in school-based delivery.

HAMILTON WENTWORTH PEEL SCIENCE AND TECHNOLOGY PROJECT

As part of the joint project with Peel, Hamilton Wentworth teachers on summer writing teams created 16 modules (two per grade level) as implementation models for this subject area; by providing these modules to Peel teachers, Hamilton Wentworth teachers gained access to sixteen more modules developed by Peel teachers (another two per grade level).

Module Release In- service in February 1999 provided the following:

- 16 modules - support documents to assist teachers with the implementation of the Science and Technology document
- Scales of Scientific Inquiry and Technological Design - Primary, Junior and

- Intermediate
Peel Writing Scales, Grades 3 - 9

150 teachers and 42 administrators were in attendance at the 8 half-day sessions offered.

It is expected that teachers will implement at least one of the modules over the remainder of the 1998-99 school year and provide feedback for the revision process which will occur during the summer. All thirty two modules should be released for school use by the end of May 1999.

OTHER INITIATIVES

Schools were provided with recommendations and advice in regard to the purchasing of Science and Technology equipment from the Ministry of Education and Training Learning Materials Grant, Phase II.

Additional in-service sessions with prominent Ontario science educators have been offered:

- in January, Les Asselstine, one of the key developers of the Ontario Curriculum Science and Technology document, spoke about the new vision of science education to 47 administrators and teachers
- in April, Mars Bloc will present to interested Grade 7 and 8 teachers and department heads in a session that will highlight new resource materials and assessment strategies

School-level in-services on key components of the curriculum and in support of the modules are being offered throughout the remainder of the year.

MATHEMATICS

CURRICULUM SUPPORT:

Joanne Languay	Ontario Curriculum Consultant - Mathematics/Science and Technology
Scott Sincerbox	Special Assignment Teacher - Mathematics
Ken Sanford	Ontario Curriculum Consultant - Language/Mathematics

HAMILTON WENTWORTH PEEL NUMERACY PLAN

The Board has an ongoing commitment with the Peel District Board to provide a comprehensive program in Grades 1 - 8 covering all the five strands of mathematics. Hamilton Wentworth teachers worked with Peel colleagues during the summer to create resource materials. The key components developed to date include the following: Expectations Continuums, Scales, Assessment Tasks, Anchors (exemplars) and sample units integrating the strands in math. Six of our schools have become pilots in the field testing of the assessment tasks and development of the anchors; before the end of the school year, more schools will be involved in this project as pilot sites.

FOUNDATIONS OF MATHEMATICS

This year, intensive in-service focused on the Foundations of Mathematics. The first Train-the-Trainer in-service for teachers and administrators in February 1999 covered the key messages from the Ontario Curriculum document and the vision of what constitutes "good math education". Components of this in-service included:

- open-ended problem solving
- communication in mathematics
- integrating the strands
- linking assessment and instruction

243 teachers and administrators attended this half-day in-service offered over four days.

The second session in March 1999 introduced the Hamilton Wentworth Peel Numeracy Project. 233 teachers and administrators attended this half-day session and received training on the following:

- The Expectations Continuum Grades 1 - 8
- Numeracy Assessment Scales
- Measurement Assessment Tasks
- Measurement Student Anchor Papers
- Bank of Measurement Tasks

In addition to the blackline master package, each school will receive a video of the training session, a copy of a problem-solving support document ("Problems, Problems, Problems") and one copy for each grade of the support materials from the Hamilton Wentworth Peel Numeracy Project which have been released to date.

IMPACT MATH

IMPACT Math provides excellent strand by strand resources for Grade 7 and 8 teachers. Laura Romano, one of our own consultants, was a provincial trainer for this Ministry initiated OISE/UT in-service offering and a small team of Hamilton Wentworth teachers and curriculum personnel have been trained to deliver the in-services in our board. Schools with Grade 7 and 8 will receive 5 math support documents (one for each strand) for each teacher at the site funded by the Ministry.

60 teachers and administrators attended one of four after-school sessions offered in November and December. 38 teachers and administrators are registered for one of two after-school sessions slated for April 1999.

ADDITIONAL IN-SERVICE

At the beginning of the year in-service was offered for the revised Board Mathematics documents, Grade 1 to 8; two different sessions were offered - one for those experienced in using the documents, and one for those new to the documents. After-school sessions have been offered on Problem Solving and Communication in Mathematics. Approximately 75 teachers and administrators have taken advantage of these sessions. Supporting schools in the purchase of new texts through the Ministry Learning Materials Grant, Phase 1 and 3, involved the team in coordinating publisher in-services on commercially-produced mathematics programs and facilitating teacher discussion groups on the use and implementation of these materials.

E.Q.A.O.

Curriculum personnel have worked closely with the Assessment personnel to address the system results of the Grade 3 provincial assessment and to prepare both Grade 3 and Grade 6 teachers for the coming E.Q.A.O. in May. For example, 116 Grade 6 teachers and administrators participated in an after-school in-service on getting ready for the Grade 6 E.Q.A.O. mathematics assessment.

CORE FRENCH/FRENCH IMMERSION

CURRICULUM SUPPORT:

Claudette Sims

Ontario Curriculum Consultant - FSL/ French Immersion

CORE FRENCH AWARENESS-LEVEL IN-SERVICE

System-wide after school sessions were offered on the new Ontario Curriculum document in December. Sixty-four teachers attended.

A correlation of current programs in use with the new Ontario Curriculum expectations was completed and provided to teachers.

Focal groups were established to deal with issues of concern and interest such as new resources, assessment and report cards. Approximately fifty teachers have attended each of these three sessions.

FRENCH IMMERSION

Given that the Ontario Curriculum document for French Immersion is not expected until September of 1999, expectations for the Grade 1 to 8 programme were purchased as an interim measure from the York Region Board and provided to the French Immersion schools for guidance. Fifty-two teachers and administrators attended this in-service.

THE ARTS

CURRICULUM SUPPORT:

Carol MacKenzie

Ontario Curriculum Consultant - The Arts/ Social Skills

AWARENESS-LEVEL IN-SERVICE

System in-services were offered after school to introduce teachers to the key messages of the Ontario Curriculum Arts document. Fifty-two teachers representing thirty-four schools attended.

ARTS REVIVE

A series of "arts" in-services are being offered on the last Monday and Tuesday of each month in order to provide practical, "hands-on" lessons with appropriate teaching strategies for teachers in the arts, descriptions of student performances and suitable assessment tools all geared to the expectations of the Ontario Curriculum. Each strand of the Arts document (Dance, Drama, Music and Visual Arts) is explored as a discrete discipline and in addition, strategies for integration are provided. Approximately eighty to ninety teachers attend each month with three more sessions to be offered before the end of the school year.

In addition, curriculum support documents meeting many of the expectations of the Ontario Curriculum in the arts and other subject areas (most notably Language) for the season at Theatre Aquarius have been offered at in-services this year.

HEALTH AND PHYSICAL EDUCATION

CURRICULUM SUPPORT:

Debbie Sprentz

Special Assignment Teacher - Health and Physical Education

Darlene Baker

Acting Special Assignment Teacher

AWARENESS-LEVEL IN-SERVICE

58 participants representing 53 schools participated in the awareness sessions offered after school in November and December 1998.

Resources to support the junior physical education program were provided to 102 schools at system in-services offered in the winter term. An addition in-service is being planned in the spring to provide the materials for Grades 4, 5 and 6 to those 15 schools who were unable to attend the previous two sessions.

IMPLEMENTATION PILOTS

The IDEAs programme is being piloted in four schools. This Grade 6 sexual health component of the curriculum offers teacher-delivered lessons followed by sessions lead by peer mentors. In-service has been arranged for the teachers and the peer mentors participating in the project as well as for parents at each of the four schools.

SOCIAL STUDIES, HISTORY AND GEOGRAPHY

CURRICULUM SUPPORT:

Laura Romano

Ontario Curriculum Consultant - Social Studies, History and Geography/Language

Mary Jean Tyczynski

Ontario Curriculum Consultant - Science and Technology/
Social Studies, History and Geography

AWARENESS LEVEL IN-SERVICE

In November, after-school sessions were offered for Grade 7 and 8 History and Geography teachers and administrators. In attendance were 74 participants representing 38 of the possible 46 sites. Participants received six Ministry-developed units (four at the Grade 8 level, two at Grade 7) for implementation during the school year.

After-school sessions were offered for Grade 1 - 6 social studies teachers and administrators on three dates in February. In attendance were 175 participants from 59 of the possible 98 schools.

LANGUAGE

CURRICULUM SUPPORT:

Ken Sanford
Rosemary Coomber
Laura Romano

Ontario Curriculum Consultant - Language/Mathematics
Special Assignment Teacher - Language
Ontario Curriculum Consultant - Social Studies, History and
Geography/Language

REVISED BOARD LANGUAGE DOCUMENTS

In-service was provided for teachers on the revised Board Language Grade 1 - 8 documents. Two different sessions were offered - one for those experienced in using the documents, and one for those who were new to the documents. In attendance were 219 teachers and administrators.

WRITING AND READING EXEMPLARS

The Board participated in the Ministry's development projects for both writing and reading exemplars. Two teams of ten teachers at various grade levels participated in sessions under the leadership of the curriculum team. When the Ministry releases the final documents, these teachers will assist in providing in-service to teachers in our schools.

Using our locally developed exemplars, *Go:Writing* in-service on writing strategies and assessment was offered to 165 teachers and administrators in a series of four after-school workshops.

In addition, the Peel Writing Scales Grades 3 - 9 and the Primary Writing Descriptors K - 2 were provided to each school through the Science Module Release in-service.

EARLY LITERACY INITIATIVES

In-service was offered on the All Star Reading model to support current programs in operation in county sites and to encourage new sites in the city to implement the program. Approximately 75 teachers and administrators were in-serviced. The Reading Recovery program was monitored and supported in the four existing county sites.

Following the report of Non-Mandated Reading and Writing Support Programs Work Group of the Curriculum Processes Transition Team, a committee with representation of teachers, Instructional Services personnel, administrators and parents was struck to develop further recommendations regarding the continuation of these programs with Board support.

E.Q.A.O.

Curriculum personnel have been assisting with the development of the system E.Q.A.O. response action plan and in the preparation of Grade 3 and Grade 6 teachers for the 1999 assessments through in-service offerings.

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THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Education
Date: March 25, 1999
Re: CURRICULUM PROCESSES POLICY

RECOMMENDED ACTION:

Moved by _____ that the Draft Curriculum Processes policy be forwarded to the Joint Advisory Committee.
--

RATIONALE:

The Curriculum Processes Transition Committee consisting of stakeholders representing the interests of parents, teachers, and administrators worked collaboratively to develop a draft Curriculum Processes policy. The Curriculum Processes policy has been reviewed by Executive Council and their suggestions have been included in the attached draft policy.



CURRICULUM PROCESSES POLICY

Date Approved: 00/00

Projected Review Date: 00/00

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board that student achievement is improved through curriculum management which includes stakeholder participation in the processes of curriculum review, development and implementation at the system and school levels.

RESPONSIBILITY: Superintendent of Instructional Services
Superintendents of Education with curriculum/program portfolios

OPERATING PROCEDURES:

- 1.0 The Hamilton Wentworth District School Board shall develop curriculum management plans as required to improve student performance and to meet the expectations of the Ministry of Education's mandated elementary and secondary curriculum. Curriculum management plans will establish major curriculum directions for the system. The plans will outline the resources needed and be brought to the Board for approval.
- 2.0 Curriculum management plans shall be developed at the system and school levels as required.
- 3.0 A variety of stakeholder groups, including but not limited to trustees, supervisory officers, elementary and secondary administrators, elementary and secondary teachers, Instructional Services staff, School Councils, Home and School members, students, Community, business and articulation representatives, shall be invited to participate in the development, implementation and review of system curriculum management plans as appropriate.
- 4.0 Stakeholder participation shall provide a forum for discussion and consultation regarding the system curriculum management plans, including the following:
 - plans for the review, development and implementation of Ministry curricula and/or system program initiatives;
 - service delivery models including the provision of support staff;
 - budget and resource allocations;
 - partnerships with other organizations, institutions or boards;
 - realistic timelines, roles and responsibilities;
 - teacher training and development;
 - alignment of curriculum, instruction and assessment
 - strategies for meaningful parent and community involvement;

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- measures of accountability for individual student achievement, staff, parents and other stakeholders;
- communication strategies.

REFERENCE: Education Act, Section 170 and 171

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: Education Committee and Executive Council

From: Ken Bell, Superintendent of Education

Date: April 1, 1999

Subject: REPORTING PROCEDURES FOR 1999

Recommended Action:

Moved by _____, that the Hamilton-Wentworth District School Board accept the attached report on REPORTING PROCEDURES FOR 1999, as information.

1.0 Background:

- 1.1 The Ontario Ministry of Education and Training, effective September 1997, introduced a standardized Report Card, provincewide.
- 1.2 This Report Card is used in Hamilton-Wentworth District schools, and has been reviewed and amended over the past two years.
- 1.3 The Hamilton-Wentworth District School Board has also introduced a JK and SK Report Card that is specific to our jurisdiction.
- 1.4 Attached is a report detailing the components of the reporting process, future directions to be taken in this area, and a timeline for the 1999 calendar year.

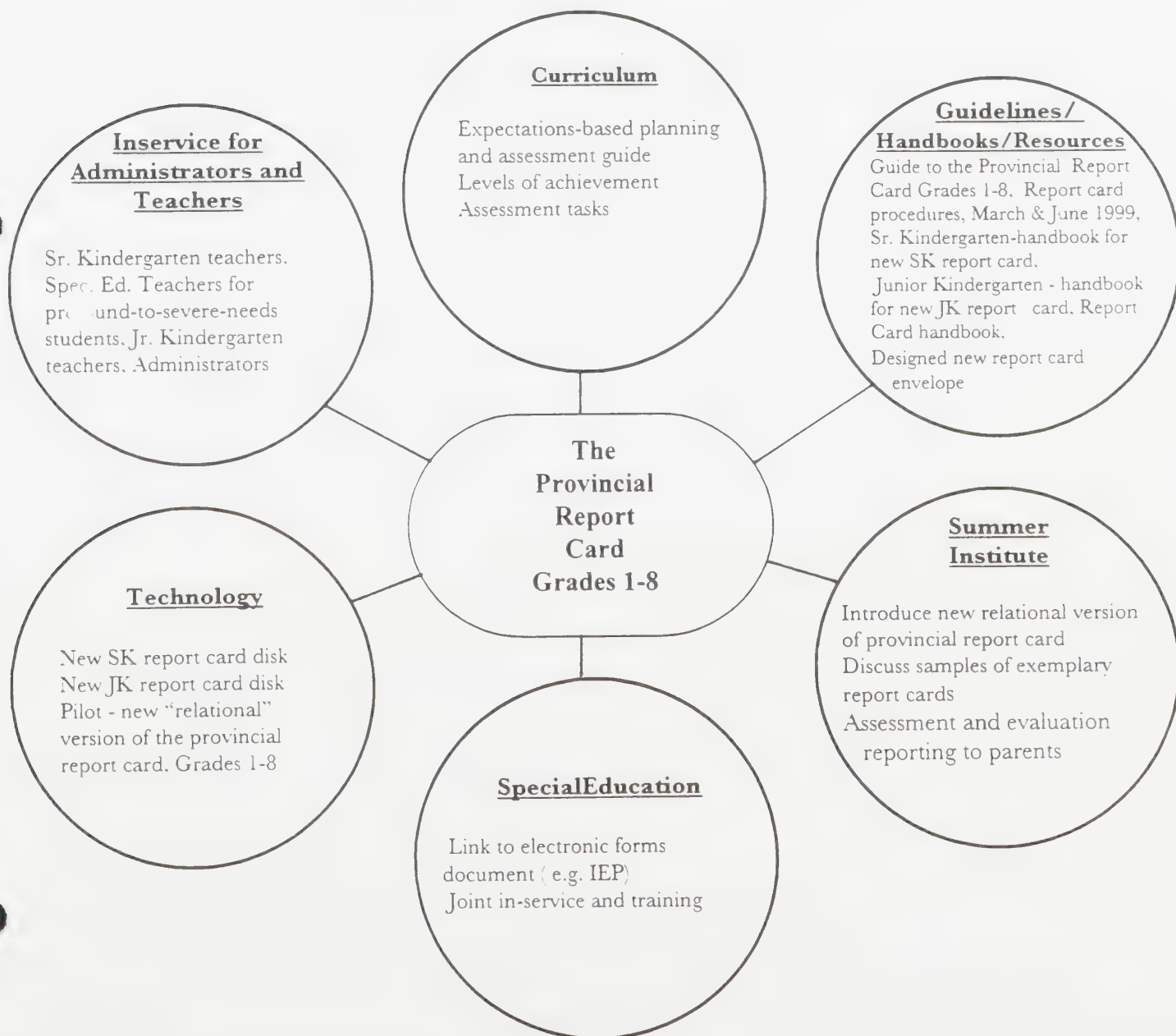
THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

TO: Education Committee and Executive Council
FROM: Ken. Bell, Superintendent of Education
 Kathy Watters, Assessment, Evaluation and Reporting
 Wilma Dowling, Assessment, Evaluation and Reporting
DATE: April 1999
RE: Reporting Procedures for 1999

The purpose of assessment and reporting is to communicate achievement to parents/guardians, teachers and students. The report card should provide information to students for self-assessment and goal-setting. Reporting assists with the evaluation of the effectiveness of instruction. It is critical that assessment and reporting lead to improved student learning and achievement.

Components of the Reporting Process



FUTURE DIRECTIONS:

- System implementation in Sept. 1999 of the "relational" version of FileMaker Pro
- System inservice and support for "relational" version
- Collaboration with Special Education team and the implementation of new Special Education electronic forms/templates
- Inservice teachers new to JK & SK on the Kindergarten report card
- Review pilot of new Kindergarten report card in June 2000
- Collaboratively develop handbook with Information Technology team for relational version of FileMaker Pro

TIMELINE AS APPENDIX

January 5 th , 1999	<u>Report card procedures: March and June 1999</u> – document distributed to all administrators – asked for report card samples from each school
January 5 th , 1999	Special Education team issues statement about I.E.P.'s – included in document
January 13 th , 1999	Report card issues discussed at various cluster meetings
January 25 th , & 26 th	Senior Kindergarten teacher inservice – receive new report card disk/complete survey
February 1 st and 3 rd	Senior Kindergarten teacher inservice – receive new report card disk/complete survey
February 2 nd , 1990	Meeting with Special Education teachers with students functioning in severe-to- profound range
February 10 th , 1999	Administrators given new Hamilton-Wentworth District School Board report card envelopes
March 1 st , 1999	Results from SK teacher survey shared with Superintendents * will use same SK report card for March and June 1999
Week of March 1 st , 1999	Report cards go home
March 5 th , 1999	Professional Development Day – Parent/Teacher interviews
March 30 th , 1999	Kindergarten Inservice on Assessment/Evaluation and Reporting
April 5 th , 1999	Handbook on writing report cards – for teachers and administrators: (<i>to augment Guide to the Provincial Report Card, Grades 1-8</i>) is distributed
April 20 th , 21 st , 27 th , 28 th	Junior Kindergarten teacher inservice – receive new report card disk
May 25 th , 1999	Awaiting confirmation – Learning Resource Teachers' inservice on electronic I.E.P.
June 1 st and 2 nd , 1999	Awaiting confirmation - Inservice on electronic forms of reporting
Week of June 28 th , 1999	Report cards go home
Summer 1999	<u>Summer Institute</u> - workshop on the relational version of the Provincial report card

#11

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

TO: Education Committee

FROM: Marguerite Botting
Superintendent of Instructional Services

DATE: 1999 04 08

RE: **Proposal by J. Wagner, Brock University**

Recommended Action:

Moved by _____ that The Hamilton-Wentworth District School Board approve the Proposal by J. Wagner, Brock University, to work with our students in the examination and improvement of literacy instruction for students who are developmentally challenged.

Rationale:

This proposal is the third and final grant of a study in which the focus has been on "Instructional Development and Developmental Mapping of Story-flow Charting and Sight-word Cueing with the Developmentally Challenged Reader."

Past studies have demonstrated success for the developmentally challenged adults who use story flow charts and word recognition strategies. These were adults who read at a grade 1-2 level. This Proposal will attempt to transfer the same success to developmentally challenged children. Chronological or mental age is not the critical component, rather it is the child's reading readiness.

Brock University staff would work directly with students in the school, would involve the principal and teachers in an interview and would work with the students provided there is parental consent. The school's commitment is to assist in the selection of students, send out and collect parental permission forms, as well as arrange work space, schedule times and meet with Brock University staff.

The second study was founded within four Hamilton school locations and this final study will return to these same locations. If this study is approved by the Board, we will benefit by having Jim Wagner's expertise, his research results and of course, direct support for our students in their reading program. If the project sparks enough interest, the project team will provide workshops by request on the project as well as the general issue of teaching the student who is developmentally challenged how to read.

An Executive Summary of the Proposal of
Instructional Development and Developmental Mapping
of Story Flow-charting and Sight-word Cueing
with the Developmentally Challenged Reader

by

Dr. J. Wagner, Associate Professor
Director of the Reading Clinic
Faculty of Education, Brock University
St. Catharines, Ontario

A funded project of the Scottish Rite Charitable Foundation.

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History of the Project

This application is part of a larger four-year study aimed at examining and improving the literacy instruction of the developmentally challenged. The first grant in this study from the National Literacy Secretariat was a joint project with the then Lincoln County Board of Education. Its purpose was to develop a story-based program approach for what were highly functionally-based literacy programs for developmentally challenged adults. In addition to the development of assessment-placement procedures, the main problem addressed in this project was the limited discourse (story) comprehension skills of the developmentally challenged. This problem was overcome by using a picture flow-charting procedure which in effect allowed the developmentally challenged reader to construct story schemas for recall and comprehension, without experiencing working memory breakdown. We were very excited about the improvements we observed.

The second grant in the larger four-year study was from the Scottish Rite Foundation through the Roeher Institute. This grant was for the purpose of (a) constructing a procedure for getting the developmentally challenged adult to elaborate his/her story schemas and (b) assessing whether or not an analogy-based word recognition strategy would be more effective than traditional phonics for the developmentally challenged reader. The second part of this project was conducted in the Hamilton region at four locations where literacy programs are provided by the Hamilton-Wentworth District School Board for developmentally challenged adults.¹ We were particularly pleased with results of this second component, which indicate

¹ The four locations are: (a) Hamilton Association for Community Living, 191 York Blvd., Hamilton, (b) Briarwood Adult Learning Centre, 1842 King Street East, Hamilton, (c) Community Ventures, 333 Barton St. East, Stoney Creek, and (d) Choices, 459 Olfield Road South, Dundas.

that we may have a more effective way of teaching and using phonics knowledge than the traditional approach.

Current Study

A third and final grant (Instructional Development and Developmental Mapping of Story-flow Charting and Sight-word Cueing with the Developmentally Challenged Reader) has just been received from the Scottish Rite Foundation for the purpose of (a) developing curriculum which utilizes the flow-charting and analogy-based word recognition strategy in partnership with the literacy instructors in the four Hamilton locations and (b) extending this research down to the developmentally challenged child. It is this latter goal that is the purpose of this application. Given the success of the flow-charting procedure and the analogy-based word recognition strategy with developmentally challenged adults, it is reasonable to hypothesize that these procedures might be effective with developmentally challenged children. Of course it does not follow that if something works with an adult that it will automatically work with a child. It will undoubtedly require adaptation in terms of the child's developmental level and needs. However, it is important to keep in mind that these procedures were originally implemented with developmentally challenged adults who were reading at a grade 1-2 level. In this respect the approach that will be taken with the developmentally challenged child will be to treat his/her reading skills as the critical variable as opposed to his/her chronological or mental age. Within this framework, then, the target group for this study is any developmentally challenged child who is reading and has the ability to understand stories at a grade 1-2 level. Although we would like to work with

different age groups as well (7-to 10-year-olds, 11- to 14-year-olds, and 15- to 18-year-olds),² the purpose here is to show that program readiness is better determined by a child's developmental reading level rather than his/her age (chronological or mental).

Target Groups

The research will be divided into two components. Half of the children will be selected in consultation with their teachers for the story flow-charting procedure. Children who have passage comprehension difficulties as indicated by their teachers and verified by their performance on the listening comprehension subtest of the Durrell Diagnostic Reading Test and the word span subtest of the Test of Auditory Perception will be taught by a university research assistant to use picture flow-charting to remember and understand age appropriate stories. The second half of the children in this study will be selected in consultation with their teachers for the analogy-based word recognition procedure. In this case we will ask the teacher to identify children, who in his/her estimate are capable of reading words by sight at a grade 1-2 level, have a sight vocabulary of 20 or more words but are having difficulty using phonics to sound out new words. This will be verified with the Classroom Reading Inventory Test, the Stanford Diagnostic Reading Test subtest of phonetic analysis, and the Woodcock Reading Mastery Test word attack subtest. These children will be taught by a university research assistant to use their individualized sight-words to decode

² The original proposal "Instructional Development and Developmental Mapping of Story Flow-charting and Sight-word Cueing with the Developmentally Challenged Reader" talked about 4 cohorts of 12 developmentally challenged children for each condition. As can be seen, this has been changed to 3 cohorts for each condition.

by analogy, new related words. Approximately 10 to 12 children will be assessed and individually taught these procedures in each age group for each treatment (e.g., 3 groups of 10 for each treatment condition, total $n = 60$).

Role of Principals, Teachers, and Parents

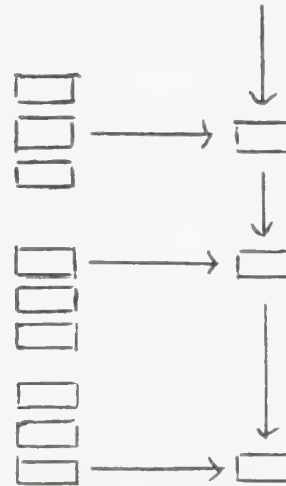
Although the assessment and teaching will be carried out at the child's school by a trained university research assistant, it is hoped that the child's teacher will take an interest in learning about these procedures. Apart from assisting us in selecting the children and sending out and collecting parental permission forms, however, the classroom teacher will not be required to do anything in addition to his/her normal duties. The results of course will be kept confidential. Nevertheless, with the parents' permission, we will invite the teachers and the principals involved to look at individual results with us. The parents, on the other hand, will only be asked to sign a consent form. Here again, however, as with teacher interest, parental interest will be encouraged. Finally, if the project sparks enough interest, we will put on workshops by request on the project and the general issue of teaching the developmentally challenged to read.

AppendicesStory-based Flow-charting

Story Episodes

Flow-chart Pictures

- 1.) First 3 paragraphs of page one constitute episode one in the story.
- 2.) The next 4 paragraphs constitute the second episode.
- 3.) The next 3 paragraphs constitute the third episode.



Flow-charting procedure (see full proposal for a complete description of this

procedure):

- 1.) The child listens to (or reads) a 5 episode story in its entirety.
- 2.) The child then listens (or reads) episode one.
- 3.) The child is then shown 3 pictures about episode 1. Two of these pictures are incorrect representations of events in this episode. One correctly represents the main idea of the episode.
- 4.) The child is asked to choose the picture that shows the most important thing that happened in this part of the story. (If he/she chooses incorrectly, he/she will be told that his/her choice was a good one and then asked to try and find another picture until the correct picture is selected.)
- 5.) The correct picture is then retained and placed in a descending column.
- 6.) This process is repeated until all of the story episodes have been flow-charted.

- 7.) The research assistant will then summarize the story using the flow-chart pictures.
- 8.) The child is then asked to tell the story to the research assistant using the flow-chart pictures.
- 9.) The child will then be asked 4 or 5 comprehension questions about the story with the flow-chart present.
- 10.) The child will be encouraged to talk about why he/she likes/dislikes the story with the pictures present.

Sight-word Cueing Diagram

Procedures (see full proposal a complete description of this procedure):

- 1.) The research assistant with the help of the child's classroom teacher will identify the child's sight-words (e.g., can, am, put).
- 2.) The research assistant with the advice of the child's classroom teacher will construct a new word to be learned by the child from the letter-sound sequences in the sight-words (e.g., camp).
- 3.) The sight-words and new word will be displayed in front of the child as is shown below:

Sight-word

can

am

put

New Word

camp

- 4.) The research assistant will ask the child to read the sight-words.
- 5.) The research assistant will then say, "Can you find some letters in this word (pointing to can) that are in this new word?" "Good, what sound do these letters (ca) make in this word (can)?" "Excellent, now can you tell me what sounds they (ca) might make in this new word (camp)?" Response errors such as ca→cā will be corrected and taught with the sight-word.
- 6.) This process will be repeated with the sight-words [am] and [put].
- 7.) The research assistant will then say, "You just showed me that you know all of the parts of this new word (camp). I want you to try to read it now. If you get stuck, just look at your old words."

- 8.) If the child does indeed get stuck, the research assistant will guide him/her by pointing to the relevant parts of the old and new words.

Covering Letter and Consent Form

University or School Board Letterhead

Date:

Dear Parents (or Guardians),

This letter is to inform you of a project we would like your child to participate in. This project is about finding more effective ways of teaching children with developmental problems to read. Part of the project will focus on a technique that makes it easier for children to remember and understand stories. The other part of the project will introduce a new strategy for teaching children to read words. Each child will work individually with a trained research assistant for about three separate 20 minute periods. Care will be taken to ensure that no essential class time is missed.

The project is under the supervision of Dr. J. Wagner of the Faculty of Education of Brock University in St. Catharines. The project has also been approved by the Hamilton-Wentworth District Board of Education. If you have any questions, you may phone Dr. Wagner at the Brock Hamilton campus at the Briarwood Adult Education Centre (905-628-5050). It would be appreciated if you would sign the attached consent form and return it to your child's teacher as soon as possible.

Sincerely,

Principal,

School Name

Dr. J. Wagner, Associate Professor,

Education, Brock University

#13

The Hamilton-Wentworth District School Board

M e m o

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources

Date: April 1, 1999

Re: **Staffing Report – Full-Time Equivalent Positions**

Recommended Action:

Moved by: _____

That the February and March, 1999 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of February and March, 1999.

13-1

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD STAFF REPORT - FULL TIME EQUIVALENT POSITIONS														
	1998 ACTUALS						1999 ACTUALS						1998/99 BUDGET	
	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	
Teachers - Elementary	2,059.10	2,059.10	2,059.10	2,051.30	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00	2,066.00				2,045.40
Teachers - Secondary	1,197.39	1,197.39	1,197.39	1,201.84	1,201.84	1,201.84	1,201.84	1,201.84	1,201.18	1,201.18				1,057.69
Teacher Assistants	351.12	351.12	351.12	351.50	363.50	363.50	363.50	376.00	377.00	377.00				345.00
Professionals & Paraprofessionals	161.00	161.00	161.00	159.00	159.00	159.00	159.00	161.00	161.00	161.00				161.00
School Administration	450.83	450.83	450.83	406.78	406.78	406.78	406.78	406.78	406.78	406.78				406.03
Consultants & Special Assign. Tchrs.	29.50	29.50	29.50	37.00	37.00	37.00	37.00	37.00	37.00	37.00				37.00
Board Administration & Governance	175.16	175.16	175.16	158.58	158.58	158.58	158.58	148.58	149.87	149.87				148.76
School Operations	503.63	503.63	503.63	472.48	472.48	473.48	473.00	466.00	466.00	466.00				464.07
Continuing Education	7.52	7.52	7.52	4.52	4.52	4.52	4.52	4.52	4.52	4.52				4.52
Transportation	1.75	1.75	1.75	1.25	1.25	1.25	1.25	1.25	1.25	1.25				1.25
Staff on Loan (recoverable)	17.83	17.83	17.83	15.00	15.00	16.00	16.00	16.00	13.67	15.67				13.00
Total Full Time Equiv. Positions	4,954.83	4,954.83	4,954.83	4,859.25	4,884.95	4,886.95	4,886.47	4,883.97	4,883.27	4,886.27				4,683.72



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